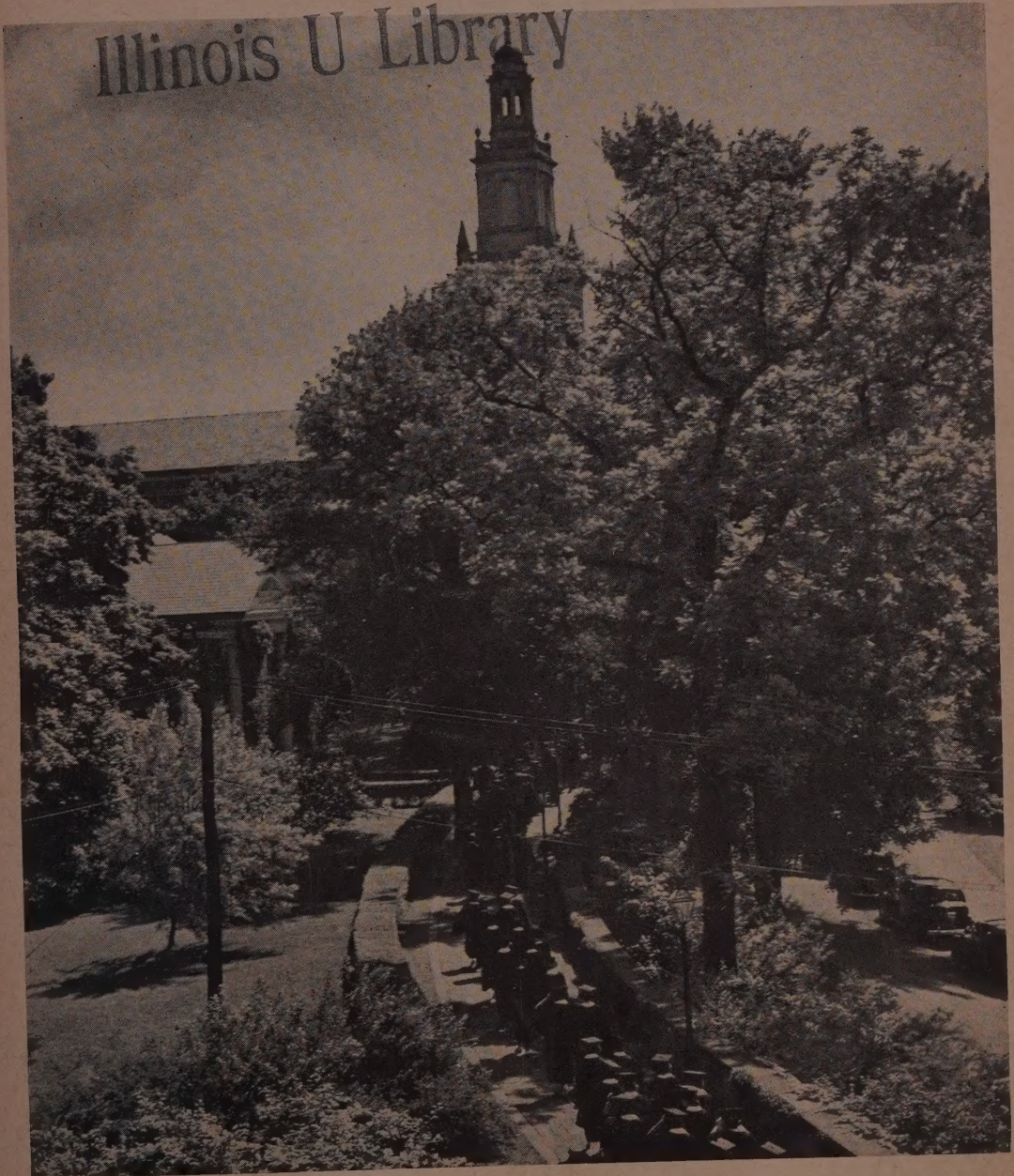


SPEECH ACTIVITIES

Vol. VIII

SUMMER, 1952

No. 2

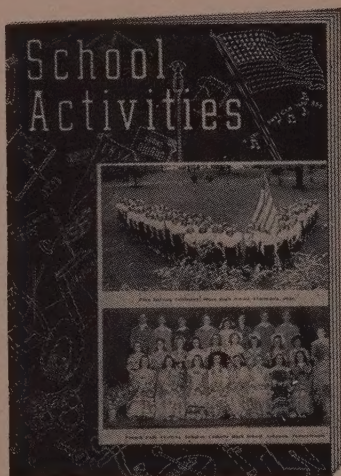


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LIMIT OR EXTEND LIMITS WHEN PRIVILEGED	NO	YES	YES	MAJORITY	NO	NO	NONE	AMEND	
ADJOURN	NO	NO	YES	MAJORITY	NO	NO	NONE	NONE	
RECESS	NO	YES	YES	MAJORITY	NO	NO	NONE	NONE	
QUESTION OF PRIVILEGE EXCEPT AS MAIN MOTION	YES	YES	YES	MAJORITY	YES	YES	NONE	ALL	
ORDERS OF THE DAY	NO	NO	NO	NONE, IT TAKES 2/3 TO POSTPONE SPECIAL ORDERS	YES	NO	ANY SPECIAL ORDER	NONE, EXCEPT TO POSTPONE ORDERS	
INCIDENTAL MOTIONS									
APPEAL	NO	NO	YES	MAJORITY	YES	YES	ANY DECISION OF THE CHAIR	LAY ON TABLE - CLOS- ES DEBATE - RECONSIDER	
POINT OF ORDER	NO	NO	NO	MAJORITY	YES	NO	ANY MOTION ON ACT	NONE	
OBJECTION TO CONSIDERATION OF QUESTION	NO	NO	NO	2/3	YES	YES	MAIN MOTION AND QUESTION OF PRIVILEGE	RECONSIDER	
READING PAPERS	NO	NO	YES	MAJORITY	NO	YES	NONE	NONE	
WITHDRAWAL OF MOTION	NO	NO	YES	MAJORITY	NO	YES	ANY MOTION WHERE NEEDED	RECONSIDER	
SUSPENSION OF RULES	NO	NO	YES	2/3	NO	NO	ANY MOTION WHERE NEEDED	NONE	
SUBSIDIARY MOTIONS									
LAY ON TABLE	NO	NO	YES	MAJORITY	NO	NO	MAIN QUESTION, SPECIAL QUESTION OF PRIVILEGE	NONE	
PREVIOUS QUESTION (CLOSE DEBATE)	NO	NO	YES	1/2	NO	YES	ANY DEBATABLE MOTION	RECONSIDER	
LIMIT OR EXTEND LIMITS OF DEBATE	NO	YES	YES	1/2	NO	YES	ANY DEBATABLE MOTION	RECONSIDER	
POSTPONE TO A DEFINITE TIME	YES	YES	YES	MAJORITY	NO	YES	MAIN MOTION QUESTION OF PRIVILEGE	AMEND, RECONSIDER LIMIT OR CLOSE DEBATE	
REFER OR COMMIT	YES	YES	YES	MAJORITY	NO	YES	MAIN MOTION QUESTION OF PRIVILEGE	AMEND, RECONSIDER LIMIT OR CLOSE DEBATE	
AMEND	YES	YES	YES	MAJORITY	NO	YES	MAIN MOTION, LARGE DEBATE, REFER POSTPONE, LAY ON TABLE, OR NEXT MEETING	AMEND, RECONSIDER CLOSE DEBATE	
POSTPONE INDEFINITELY	YES	NO	YES	MAJORITY	NO	YES	MAIN MOTION QUESTION OF PRIVILEGE	LIMIT OR CLOSE DEBATE RECONSIDER	
MAIN MOTION	YES	YES	YES	MAJORITY	NO	YES	NONE	ALL	
RECONSIDERATION*	YES	YES	YES	MAJORITY	YES	NO	ANY MOTION EXCEPT ADJOURN, SUSPEND RULES, LAY ON TABLE	LIMIT DEBATE LAY ON TABLE MOTION INDEFINITELY	
RESCIND*	YES	YES	YES	2/3	NO	YES	MAIN MOTION, APPEALS, QUESTION OF PRIVILEGE	ALL	

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SUMMER, 1952

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VOLUME VIII

No. 2

A Rebuttal That Took Thirty Years to Develop

By BROOKS QUIMBY, Bates College

Mr. Editor, Members of the Debate Audience:

Debating has been attacked on the ground that it is not an educational activity. Allow me to attempt to refute this argument in the way that every good debater should have learned to use, by reasoning, and by evidence made up of both facts and opinions.

The reasoning is simple: If debate is an educational activity, it should help the debaters to develop their potentialities, for that is the purpose of education. If debating has enabled these men and women to live more significant lives, then it has been educational. The facts can be obtained from the careers of the debaters, and the opinions from the debaters themselves.

The evidence can be found by questioning the alumni of any college with a debate program over a period of years. Bates College chapter of Delta Sigma Rho has made a study of the lives of its members. The results were so favorable to debating that the college is publishing a booklet entitled, "Debating, A Power in their Lives." Allow me to give you some of the evidence.

Let us go back thirty years, to September, 1922. The three young men in the picture above, two juniors and a sophomore at Bates College, are debating Oxford University of England in Lewiston, Maine. It is a big event; the debaters all wear full evening dress; the governor of Maine acts as chairman; more than a thousand people pay to attend the first Anglo-American international debate in the

United States. The proposition is: That the United States should at once join the League of Nations. The affirmative is upheld by Edward Majoribanks of Christ Church, Magbool Mahood of Amritsar, India, and M. C. Hollis of Balliol College, representing Oxford University. The negative is upheld by Erwin D. Canham, '25 of Auburn, Maine, Arthur W. Pollister, '25 of Auburn, Maine and William E. Young, '24 of Lewiston, Maine.

After the debate the three judges, Hon. Luere Deasy, Justice of the Supreme Court of Maine, Hon. Wallace H. White, Jr., Congressman of Maine (later minority leader in the U.S. Senate), and Professor O. C. Hormell of Bowdoin College, voted two to one for the negative. The audience is polled on the proposition according to British custom and 130½ vote for the negative and 115 for the affirmative.

Gentlemen, my rebuttal begins with this occasion, but we must turn to 1952 to discover the evidence. Let us see what these men have been doing and what effects they believe debating has had upon their activities.

William E. Young received his A. M. and his Ph. D. from the University of Iowa. He first served as instructor in English and coach of debating at James Milliken University. Then he served as an instructor in Speech and assistant to his former Bates Coach, A. Craig Baird, in directing debating at the University of Iowa. He moved into the field of Education and served as research assistant in that field

while completing his study at the University of Iowa. He was supervisor of Elementary Education at Hibbing, Maine, and Professor of Education at Syracuse University. Since 1938 he has been Director of Elementary Education in the Department of Education of the State of New York.

He has written numerous articles and several books in the educational field. He served as editor in charge of the Twelfth Yearbook (1951) of the National Council of Social Studies and in many other such educational capacities.

Let's put him on the witness stand and ask him a few questions.

"Has debating helped you in your career?"

"Debating has done so much for me that I am glad to testify in its behalf. It has always been my opinion that the experience of debating in college has helped me in my work. During the time I was in the activity in college I had the opportunity to become better acquainted with a number of college men and women who have become outstanding citizens and leaders in American professional and cultural life. I shall always be grateful to all those Bates faculty members who have worked so hard to help Bates men and women to speak and write clearly and to be helpful and constructive in discussions."

"Can you be more specific on the values?"

"Debating teaches the individual to keep his head when his position is being attacked. I found my debate experience of value when I was

new to this Department and had to address an important state meeting of educators who showed an attitude of real hostility—a compound of resentment and misunderstanding. My debating experience enabled me to keep cool under attack and to persuade the attending members till some additional facts were in. Also, the debater learns that the other fellow should have an equal opportunity to discuss. These lessons help to nurture the disciplines of democracy such as sportsmanship, being a good loser, being a modest winner, taking turns, teamwork, etc.”

“You mentioned writing clearly; what about that?”

“It was in the college course in Argumentation taught by A. Craig Baird that I really learned to write clearly and accurately. We emphasize a great deal the importance of learning to speak. Debating should help one to be a better speaker. It is equally true that the practice which debating affords in thinking clearly, in organizing ideas, and in using clear and effective English is a decisive help to being a better writer. Debating promotes a clarity of utterance and a sincerity of purpose. These qualities are just as important in writing as in speaking.”

Arthur W. Pollister received his A.M. and his Ph.D. from Columbia University and except for a period as instructor in Long Island College Hospital, he has been a teacher at Columbia. Since 1949 he has been full professor in the department of Zoology. He has written more than forty articles on anatomy, embryology, and cytology at the invitation of editors of books and scientific periodicals, and is writing two books at present. His picture was among those on the page in *Life Magazine* depicting the outstanding scientists of the United States. The *New York Times* pictured him using the micro-spectro-photometer which by the use of highly sensitive photoelectric tubes is able to measure the light absorbed by the principal constituents of individual cells. The ability of this apparatus perfected over a period of seven years by Dr. Pollister to measure quantities present in a single cell in less than a trillionth of an ounce is expected to have a revolutionary effect in the study of cells in cancer, genetics, etc.

Let us find out what his opinions are about debating.

“How is it that your classes at the

university grew so large as to be almost unwieldy and so many students are reported to catch an extraordinary enthusiasm from your lectures?”

“I have been embarrassed by a tendency of mine to become so intrigued by an idea that I have opened up all the oratorical stops in inducing the student to accept it. I fear in my teaching that I am an incurable ham who just can't resist the urge to pull the helpless students to the edge of their seats.”

“Do you think that debating has had any part in your having so many graduate students working under you, or that you have more foreign students apply than you can accommodate; could your presentation of material have anything to do with it?”

“I believe that the experience in debating probably has been of relatively greater advantage to me in a career of scientific teaching and research than it has usually been to those who enter a field, such as law, where speaking experience and skill are essential prerequisites, common to all members of the profession. The majority of scientists are rather inarticulate individuals. Their early years have been almost exclusively devoted to acquiring a certain minimum amount of high technical knowledge and skill, more by reading and laboratory experiment than by the spoken word. As a result the eventual necessity for transmitting ideas by oral presentation from a platform finds them quite unprepared. They have no feeling for audience response, no appreciation of the limit of complexity of thought which can be transmitted from a speaker to his listeners; and they are almost completely helpless in the art of ready retort to criticism, or even to a simple request for clarification. The exceptions, the highly articulate scientists, are found most commonly on the staffs of large universities and in important administrative posts. So far as I can learn by casual inquiry these individuals share with me an early background in which they were by no means fugitives from public speaking.”

“Now that you have much of your time free for research, writing, and departmental work, has your debating been as useful as in teaching?”

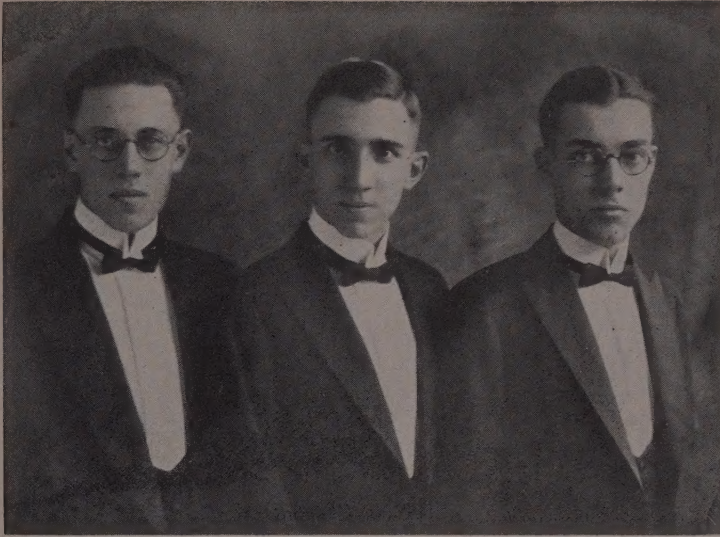
“I used to think that since scientific discoveries are actually verifiable to a far greater extent than

are, for example social concepts, that scientific facts should be allowed to speak for themselves without any special skill in advocacy. Then, a few years ago, I found that, in spite of ample facility for written communication among scientists, the actual main trends in research seemed to be greatly influenced by the oral presentation at large scientific gatherings. Often the support of scientific concepts depended upon the skill of the proponent in public presentation. Thus it became evident that whether we wished it or not, we scientists who needed financial support for our laboratories and opportunity for our students to enter upon promising careers, had to appear upon the platform. For one who has debated in college, rebuttal is almost an automatic response. Compared with college debates in which one may have an assigned position and knowledge acquired at second or third hand, it is extremely easy to deliver an earnest and forceful lecture on material which you know first hand from your actual experience in acquiring it.

“I have been fortunate in getting funds for research and for elaborate apparatus. My Ph.D. graduates get good staff positions. My life has been far different from that of the leisurely, secluded, and rewarding. I feel very strongly that my experiences in debating at Bates College have been fully as valuable in this career as my scientific training.”

Erwin D. Canham received his B.A. and M.A. from Oxford University, England, L.H.D. from Boston University, Yale, Kenyon, and Lehigh and a Litt. D. from Bates. After attending Oxford as a Rhodes scholar he began his career as a newspaperman by covering the annual meetings of the League of Nations and then the 1930 Disarmament Conference in London. He was the Geneva correspondent of the *Christian Science Monitor* and from 1932 to 1939 the head of its Washington Bureau. Then he became successively general news editor, managing editor, and since 1945, editor of the *Monitor*. He was a news commentator on a Washington station and since 1945 has had a regular program over a Boston radio station. Recently he has appeared regularly in a Boston television program entitled, “Meet the Editors.”

He was deputy chairman of the United States Delegation to the United Nations Conference on Free-



Thirty years ago this Bates College debate team initiated international debating with Balliol College, Oxford, England.

dom of Information in 1948 and Alternate United States delegate to the United Nations Assembly in 1949. He has been a member of the United States national committee for UNESCO since 1948. He is the author of both books and periodical articles.

Let's begin with graduate work with this debater.

"Did you find your debate training useful for a Rhodes scholar?"

"I found it very useful in my graduate study at Oxford. Since the primary technique there is to write weekly essays for one's tutor, the planning and construction of such essays often closely followed the development of a brief and its expansion into a speech. I am sure this made my essays better than they otherwise would have been."

"Does that hold true for your newspaper work?"

"The same reasoning applies to my work as a newspaper man. At all times the orderly necessity of organizing ideas and presenting them vigorously has been pertinent to newspaper writing. Asking questions at press conferences, or interviewing statesmen was also aided by the public speaking experience."

"In addition to your work as a radio commentator and television performer, you have been called upon to do much other public speaking. Would you comment on some of those activities?"

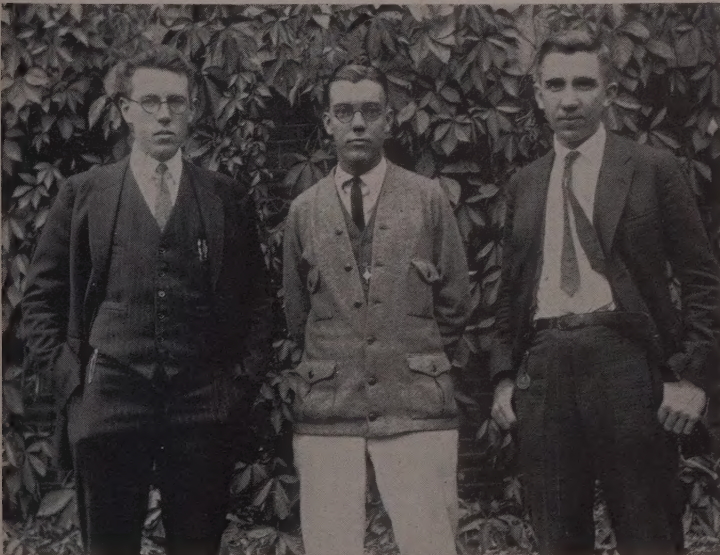
"Yes, I have been called upon to do a great deal of work beyond normal journalism; speech-making before various audiences, and representation of the U.S. Government at international conferences and the United Nations. I was Deputy Chief of the U.S. Delegation to the U.N. Conference on Freedom of Information at Geneva in 1948. In this capacity I was the American delegate of the important first commission at that conference. I had to debate day in and day out with delegates in many other countries. Particularly I had to meet the arguments of the Soviet representatives and their satellites, and help convince our own friends and the in-between states of the validity of our defense of free speech. This was almost entirely a debating function."

"The same circumstances applied when I was Alternate Delegate to the United Nations General Assembly in 1949. On many occasions careful preparation, attention to the arguments of others, effective rebuttal, etc., were vitally needed."

"I engage regularly in a great deal of committee and board work on the U.S. Commission on Information, and various similar activities. In all these the training in concise and accurate speaking has been valuable."

Let I take as long delivering this rebuttal as it has taken to develop it, I shall close with this statement which should be as true at your college as it is at mine—debating is an educational activity; the lives and testimonies of these debaters are only a part of the evidence which proves it.

Duluth Denfeld High School won the Minnesota state debate tournament held at the St. Louis Park High School Feb. 9th. Seven schools took part. South St. Paul took second, and Hopkins won third place.



A second picture of debate thirty years ago at Bates College.

PERSUASION WINS THE AUDIENCE*

Eugene C. Chenoweth,
University of Indiana

I. What persuasion is. Persuasion is chiefly the presentation of facts so forcefully, emphatically, simply, and vividly that people are caused to believe in a plan or are aroused to act as the speaker desires. Effective persuasion depends largely on getting an audience to concentrate so strongly on a line of action that all other alternatives are finally excluded. Such concentration depends mostly upon vivifying evidence. For example, Robert Ingersoll in a "Vision of War" paints the horrors and suffering of war so vividly that almost any person will agree that war should be outlawed. Good persuasion employs word pictures to influence the audience to do what the speaker desires.

Persuasion is an appeal to hope, loyalty, fear, and love, and to hatred of unworthy things. A speaker attempting to get men to enlist for war may appeal to his audience by saying, "Do you cherish your liberty? Do you love your families? Will you let the enemy invade your homes, kill your children, and mistreat your women?" A prosecuting attorney may address his jury, "It is your duty to find this man guilty of murder. It is your duty to protect our homes, our little children, and our women." A student who is raising funds to buy new suits for the athletic team may tell his audience, "We do not want our men to go on the field in dull, worn-out suits. We wish our team to be as well equipped as our rivals." A politician in pleading with his audience to elect his "honest" candidate may harangue his listeners, "Are you going to elect our opposing candidate who will favor the rich and neglect the rights of the common man?" A Congressman tried to persuade his fellow legislators to support minimum wage maximum hour legislation by quoting an old man who was out of work, "I have spent the best years of my life in this industry, and as the saying goes, am a little too old to take up another trade. And I am today pleading with you, Pennsyl-

vania Congressmen, for the sake of hundreds of others like myself, that you will do all within your power to create legislation that will at least give some sense of security."

We may say, therefore, that persuasion is the skillful interpretation of authentic evidence or an appeal to the better natures of men in order to get people to do as the speaker wishes them to do. The best type of persuasion is making reliable evidence so vivid and clear that the audience will follow the line of action recommended. It is erroneous to believe that one must invent materials, or appeal to the unworthy things in life in order to influence an audience to follow a specific course of action. Persuasion must "ring true" to reality.

This is not persuasion. Many authors and speakers are misinformed and confused as to the real meaning of persuasion. Oftentimes they believe that persuasion consists of "sob stories." Some authors seem to think that the use of any materials, including false materials, that appeal to the feelings of people and arouse them to action is persuasion. This is not the case, because false materials should be classed as persuasion no sooner than erroneous quotations of figures should be considered good evidence. Statements that are not based on fact, and materials that appeal to the lower natures of people are not true persuasion.

The advertisement of the Hokum Company that recommends the use of their particular brand of mouth wash in order that you may gain popularity, high position, power, friends, and love are not persuasion. Such appeals are false, because many people who have unpleasant breaths enjoy popularity, high position, power, friends and love. Furthermore, it takes more than a "sweet" breath to gain these things. Likewise, the Pleasant Cigarette Company that displays a picture of an attractive girl smoking Pleasant cigarettes is not using persuasion in the true sense.

In like manner, when a door-to-door book salesman sells his products by making parents believe their children will become great if they read and study his books, he is not employing honest persuasive salesmanship. Still again, the demagogic politician, who appeals to the fears of his constituents by

telling them he must be elected to save the nation from a third world war, is not using genuine persuasion.

Many debaters, several judges, and even some authors of debate books seem to believe that debate should consist of mere statements of arguments supported by factual and authoritative evidence. This usually is not superior debating, for frequently the evidence is meaningless if it is interpreted for the audience. In such interpretations the speaker explains or makes vivid the evidence that he uses to support his arguments. For example, Robert Ingersoll in a "Vision of War," interprets for his audience the real meaning of war. This type of interpretation, a word picture, is certainly more effective in influencing an audience against war than mere statements of the number of dead, wounded, disabled, and shell-shocked soldiers in a certain war. The success of Ernie Pyle's writings lay in his ability to give the fathers and mothers, husbands and wives, brothers and sisters, and sons and daughters on the home front a vivid picture of their men and women on the battlefields, on the seas, at work, at play, and in the hospitals. Similar pictures can be used in debate.

We see, therefore, that authentic, skillfully drawn word-pictures are very persuasive and are most convenient for the debater's use. For instance, a speaker cannot take his audience to see the miseries existing in a slum or show them the horrors of war on the battlefield or in the veterans' hospital. He cannot always show his audience a sound movie of these places. To interpret his evidence, therefore, he may resort to the next best method of persuasion, the word-picture.

It must be remembered, however, that a debater does not always have enough time to present detailed word-pictures to his audience. But he can ask questions, use arguments, and make statements that will suggest details. For example, in speaking in favor of social security legislation, a debater might ask, "What would you do if you should happen to lose your job at the age of 60 or 65?"

Logical argument versus persuasive. Some debaters seem to think there is a clear distinction between logical and persuasive arguments.

*Taken from Chapter 16, Debate and Discussion by Prof. Eugene C. Chenoweth, Director of Forensics, Indiana University.
1. Rep. George J. Schneider, Cong. Record, July 14, 1938, p. 12119.

Such a distinction is not always easy to make, however, because most all illogical argument is heavily loaded with persuasive implications. To illustrate, if in opposing war, you estimate that 300,000 of our men were killed and 2,000,000 were disabled, shellshocked, and wounded in World War II, you are not using logical argument alone. The figures 300,000 and 2,000,000 mean little in themselves. But when these figures are accompanied by the descriptive words "dead", "wounded", "disabled", and "shellshocked", statements and arguments take on persuasive meaning, and we form mental pictures of fine young men being shot, bayoneted, shelled, mangled, and killed in war. We see wounded men lying helpless in the cold, the rain, or the hot sun. Some of them we imagine are crying out for water to satisfy a deathly thirst; others we visualize are suffering severely and dying alone where they fell. We and those former isolationists, therefore, seeing the waste of life in world wars every twenty-five years, give our support to the United Nations. It is quite difficult therefore to separate logical from persuasive arguments.

The Voice of Persuasion. Effective persuasion depends a great deal on the speaker's voice. The debater, therefore, should properly control his voice to express exactly the ideas in his speech. If he is defiant and wishes to arouse his audience, the tones of his voice should be full and strong. His voice probably will be pitched slightly higher, and he will speak a little faster. If the debater is making an appeal for his audience to follow a certain line of action, the tones of his voice should be full, mellow, and of medium pitch, and his speaking rate should be reduced. Likewise, the debater should use his voice appropriately to express other moods.

Humor. Good debaters often win their audiences by the use of humor. Although debate should be taken seriously, debaters may employ humor occasionally to add variety to their speeches. The telling of long humorous stories, of course, should not be practiced.

In a debate on the proposition, "Resolved, that the several states should adopt a one house legislature," an affirmative speaker compared the bickering of the two-house legislature to a two headed

snake that was on its way to the creek to get a drink of water. On approaching the stream the snake had to pass through a hedge fence. One of its heads went to one side of a hedge and the other went on the other side, but neither would turn back to go with the other. So the snake finally died of thirst. "In like manner" the speaker said, "Good legislation often dies because the two houses cannot agree. The next speaker replied, "Our affirmative friend has likened the two-house legislature to a snake. But, I dare say, the two-headed snake did not have a conference committee to settle the dispute between the two heads."

Humor usually should be related to an argument in the speech, as in the above illustration. There are instances, however, when the debater may make humorous remarks about himself, his colleague, or even his opponents if the opportunity presents itself, as in the following case. During a certain debate a radiator in the room "knocked" loudly. The speaker paused a moment, smiled, turned to his opponents, and said, "gentlemen, I'm surprised that you would resort to such base methods in an attempt to defeat us." This bit of humor amused the audience and led them to appreciate the handicap under which this debater was working.

Tests of Persuasion. The student should apply the following tests to his persuasive materials:

Is there authentic evidence to support your persuasive arguments and statements?

Are appeals made to the better natures of men?

Is evidence interpreted honestly for the audience?

Is evidence skillfully interpreted for the audience? Is evidence made clear, vivid, and real.

Is the humor related to the trend of thought in the argument?

Is the humor related to the debate situation?

The Central States Speech Association sponsored a high school workshop at its annual convention at Tulsa, Oklahoma, April 18-19th, 1951.

The March 1952 issue of the *Players Magazine* honors John Dolman, Jr. on its cover page, an observation we make with a great deal of pleasure. We commend the *Players Magazine* for its excellent selection.

THE COMMUNICATION SKILLS COURSE

Herbert Hackett

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One of the significant developments in the college curriculum is the growth of the variously named communication skills course. Although it has arisen in response to criticism of traditional "Freshman English", it is interesting that much of the impetus has come from outside, from teachers of speech and the social sciences, from leaders in General Education and from business leaders. Some colleges — and secondary schools as well — have in the past combined the teaching of the communicative skills, but this has usually been a marriage of convenience rather than of choice.

The present leadership of the integrated skills program is centered in the National Society for the Study of Communication, an offspring of the Speech Association of America, although this leadership represents many disciplines which have not been closely associated with speech, or for that matter English. The NSSC provides a meeting place for experts in social-psychology, anthropology, education, philosophy, public opinion, linguistics, cybernetics, semantics, journalism and many other fields, as well as for those trained in English composition and literature or in various areas of speech.

Because of this varied leadership and the hurried formation of new courses the communication skills program is open to misinterpretation and to the suspicion that it is trying to do too many things from too many points of view. In subject matter the Communication Skills course (as it is coming to be known) has varied from college to college, but after much boiling down and filtering out of extraneous matter its content may be considered an integration of four basic skills, reading, writing, speaking and listening. This integration is not only a mechanical interplay of these skills as such, but is based on the developing personality of the individual as he functions within a culture; the skills are keyed to the growth of the individual as measured by his ability to communicate with his fellows.

What this means is that the skills are no longer taught as if they existed in a vacuum; they are

treated as cultural behavior, a point of view which found its early expression in the cultural anthropologists (Boas, Sapir, Malinowski, Whorf, etc.) and is reflected in "progressive education" (Dewey, Pooley, etc.), in General Semantics (Korzybski, Hayakawa, Wendell Johnson, etc.), and by certain linguists (Fries, Bloomfield, etc.). It is obvious from this partial listing that the Communication Skills course, whatever its weaknesses, is not an isolated phenomenon, but is rooted in an ever richer soil of discipline and research.

The problem is: How are these disciplines to be integrated? How is the material from them to be best used to teach the basic skills? Early solutions to this problem have shown the expected weaknesses. Some programs have concentrated on one set of data such as semantics, personality training or public opinion and the media, at the expense of other data and of the skills themselves. It has been said that such programs do not teach adequately any of the skills, and this is true in part of many such courses. It is also said that such courses cannot teach properly the content material from the varied disciplines, and this also is more or less true of all such courses.

For example, it can be said with some justification that the training in speech may be weak, since many of the teachers are not specialists in this area, and cannot or do not give detailed discussion of speech techniques, etc. This view, however, disregards the traditional college program in which many or most students get no formal training in speech. For these students the communications program attempts the necessary, if less detailed, job of preparing students for simple oral communication, not "public speaking" in formal speech situations but informal oral presentation of reports, group discussion and participation. The locus of such training is the small group and the emphasis is on developing a sense of communication and a clear, simple presentation of factual material or points of view which is meaningful and organized. In this sense the communications course offers a uniform base for students who may elect more advanced speech work, permitting advanced courses to eliminate much of the rather elemental treatment of stage fright, sense of communication, and simple organization of material. One specialized course in radio at Michi-

gan State College, for example, has found that it is no longer necessary to spend valuable class time in preliminary discussion of slanting, since all students are now familiar with this concept; the instructor can now concentrate on more detailed and important aspects of the problem.

Two basic problems face the new discipline. The first of these has been suggested, the training of teachers qualified to operate in a much expanded field. Today few courses in the teaching of communication skills are available, that is, in terms of an integrated program, but it must be remembered that few teachers of traditional "Freshman English" were trained in anything but literature and perhaps linguistics. Doubtless, with the growth of new courses will come a demand for graduate programs to properly prepare teachers of the integrated skills.

The second problem is the formation of a new discipline with an integrated philosophy and a common core based on scholarly research. Present programs suffer from this lack but a developing philosophy can be seen in the *Journal of Communication* and in other writings in the past year or two. Perhaps the clearest statement yet presented is Frederic Reeve's definition of good communication: (1)

Good communication is that which is meaningful, effective, socially acceptable, and socially responsible. Communication is meaningful when it results from an awareness, conscious or unconscious, of the signs of structural meaning (grammatical form and structure); it is meaningful when it is clear, accurate and unambiguous, and when it is organized in word choice and arrangement in terms of purpose and intention. Communication is effective when it is simple, forthright and specific, and when it is appropriate to the user, the subject, the situation in intention, tone, level of usage, and organization; communication is socially acceptable when it is free from readily determinable illiteracies, and when it is characterized by observation of current linguistic conventions which are validated by the practice of educated writers and speakers. Communication is socially responsible when it is grounded in observable fact, in honestly contrived opinion, in an awareness of personal and social

bias, and when it contributes to understanding and harmony among the greatest number in a democratic society.

This is no magic formula and basic communication will be subject to constant evaluation and revision, but it serves as a measure by which future discussion and growth may develop. Few of its implications are novel and many of them are accepted postulates and indicate present practice in traditional courses in speech and Freshman English, but the integration is somewhat different and stronger than in most such courses. The Communication Skills course is far from achieving the goals set by this definition, but it at least has set itself these goals and has the promise that they may, in time, be more nearly reached.

(In following issues this department will deal more specifically with some of the implications of this introductory article, especially as they bear on the teaching of speech.)

Suggested Reading:

1. *Education*, vol. 72, No. 7 (March 1952) The whole issue is devoted to a discussion of the Communication Skills course. Dr. Reeve has contributed the lead article, "Toward a Philosophy of Communication."
2. *Journal of Communication*.
3. McGrath, E. J., *Communication in General Education*, W. Brown, Dubuque, Iowa, 1949.

The Arizona University Tournament held March 13-15 for the first time drew its largest attendance and support from California. However, Kansas, Colorado and Louisiana Colleges were represented in addition to Arizona State Colleges. The big feature of the tournament was the attempt at internationalism. The last day of the tournament was held at the border town of Nogales, Arizona, and the finals banquet and extempore and Oratorical contests were moved across the border and held in the Hotel Niza. Men's and Women's debate were both captured by the University of Redlands. Bo Jantzen of University of Southern California competed in the finals of both Oratory and Extempore Speaking, winning the latter. The Oratorical contest was won by Santa Clara College. Holt Spicer of Redlands won the individual first place trophy for superior debating.

National Contest in Public Discussion

By WAYNE N. THOMPSON, Chicago Undergraduate Division, University of Illinois

The purposes of this article are to report the outcome of the First National Contest in Public Discussion, to provide a critical commentary, and to announce plans for 1952-1953.

I

The contest, originated by the writer and first announced in **Speech Activities**, autumn, 1951, was based on twenty-five-minute recordings, prepared on the home campus and shipped to Chicago for evaluation and criticism. The reason for originating this new activity was the belief that the substitution of group evaluation for individual judging would tend to result in discussions characterized by sound research and genuinely cooperative thought. The form chosen was public discussion, which requires the development of a program, gives the participants a practical problem to solve, uses competition to stimulate thought, research, and joint effort, and avoids encouraging competitiveness within the group.

Seventeen institutions in twelve states entered the contest. St. Mary's University, San Antonio, Texas, won first place; The University of Houston, second; Iowa State College, third; the University of Denver, the State University of Iowa, and Manchester College received quality ratings of "excellent." The faculty sponsors of the three winning groups are respectively, Bro. Aloysius J. Blume, S.M., Otis M. Walter, and Malcolm O. Sillars.

Other participants, arranged in a random order, were Saint Mary's College (Calif.), Oberlin, Oklahoma, Colorado, Texas Technological College, Florida State, George Pepperdine, Marquette, Maine, Alabama, and the University of Illinois at Chicago.

The procedure was to divide the entries by chance into four subgroups and to have three or more speech instructors judge each set of recordings. These men used one page for a running evaluation and a second form for indicating the over-all rating (superior, excellent, average, poor), the rank order in the sub-group, the rating on specific items (information, thought, organization, interestingness, and delivery), and the final analysis of the

program as a whole.

The judges made their decisions without consultation, and the writer tabulated the results. The four winners of the subgroups entered the final contest.

An inspection of the ballots indicated that the judges provided the entrants with full and specific criticisms. The page calling for a running evaluation, illustrated below, assisted in making criticisms definite.

DIRECTION: Indicate with a solid line the trend of your reactions as you listen to the program. Make running comments at the foot of the page to suggest the reasons for your responses.

Introduction
End of 8
Minutes
End of 16
Minutes
Conclusion

Running Comments

- A. Poor introduction — stumbling delivery and clumsy wording.
- B. Opening give-and-take was vigorously paced.
- C. Original and pertinent observations on Costello, as an example.
- D. Section on majority and minority —slight illumination was cast on the topic.
- E. Likewise, the succeeding section.
- F. Summary of the analysis—one speaker was hard to hear. The promised summary became side-tracked.
- G. Thoughtful comments on awareness of problems.
- H. The "off-mike" speaker had a very valuable question on how to achieve improvement. This question tied together preceding points and provided the basis for moving ahead.
- I. Subsequent discussion was uninteresting. Unfortunate that the one speaker was so hard to hear.
- J. "Why did these measures fail?"
- L. Section on increasing voting—nothing new said.
- M. "Solutions can be combined" — Good comment.
- N. Speaker was interrupted. Ensuing contributions seemed irrelevant.
- O. Concluding comments.

Entry No. 4 Judge.....
Institution

A second part of the project was to play fourteen of the recordings in the beginning speech classes at the University of Illinois, to secure responses from the students, and to tabulate and distribute the results to the participating colleges. A scale of the Likert Type was used for securing a general response to the program and for indicating reactions to the more specific factors of material, thought, organization, interestingness, and delivery.

Since these data came from different and unequated groups, they could be used in only limited ways. Their chief value was to suggest specific factors of excellence and of weakness. For example, according to student listeners, College No. 3 was first in the "amount, quality, and relevance of material" but twelfth of fourteen in "interestingness." College No. 8 ranked fifth in material but thirteenth in delivery and fourteenth in interestingness. College No. 9 ranked first or second in all areas except material, where it was eighth; and College No. 2 ranked fourth in delivery and tenth in material with the other three ratings falling between the extremes.

III

The critical reactions of the writer to the First National Contest in Public Discussion are as follows:

1. The contest is worth continuing. The idea of securing competition among groups seems basically sound. Most of the judges expressed enthusiasm for the project and stated that this type of contest is an improvement over the earlier forms.

2. The nature of public discussion is not well understood. Programs, in general, lacked sparkle and showmanship. Somehow, the importance of audience adaptation, though an accepted portion of rhetoric for more than two thousand years, had escaped these otherwise competent speakers.

3. Discussion, as compared with other forensic forms, is in its infancy. Organization was obtrusive, the pattern of reflective thought was followed without imagination or intelligent variation, and the perform-

ance was mechanical and devoid of the polish that student debate teams and individual speakers often attain.

Moreover, the presentations even lacked the intellectual qualities that group discussions are supposed to possess. Unsupported assertions were common; and although the groups applied the formula for reflective thought conscientiously, they failed to attain thinking that was truly creative and penetrating.

The real need appears to be the substitution of a mature and complete rhetoric for the curiously unforeseen and unintended distortions which our writers on discussion and group dynamics seem to have produced. Students appear to believe that the only requirement for serious group thinking is the religious application of a textbook's adaptation of the Dewey formula. The resulting evils are three fold: (1) The means and the ends are confused. Following the recommended pattern obscures powerful, original, creative thought. (2) The belief that **The Formula** is magical causes neglect of such other rhetorical necessities as research and documentation of assertions. (3) The possibility of using other rhetorical plans is ignored.

These observations, it should be explained, are an attack neither upon his disciples. The point is simply this: The formula for reflective thought is being misused, and a more complete rhetorical approach to discussion is desirable.

IV

With considerable optimism concerning the potential effectiveness of group presentation and with undiminished faith in the educational value of stimulating college students to study a topic cooperatively and to plan for its presentation, the writer invites all interested colleges and universities to enter the Second National Contest in Public Discussion. The rules, as listed below, are similar to those of last year, but a small entry fee and provision for regional qualifying contests now become necessary. Colleges willing to serve as regional headquarters are urged to correspond with the writer.

1. Any university, college, or junior college in the United States may enter a "team" of five members. Participants must be classified by their registrars as full-time undergraduate students.

2. The discussion team will prepare a twenty-five-minute presentation recorded on tape at 7½ inches

4. The tournament management will take all reasonable precautions against the breakage, loss, or theft of the recordings, but it will assume no legal or financial responsibility. Upon the completion of the contest, all tapes will be returned to their respective owners.

5. The programs will be judged on the following criteria: (1) amount, quality, and relevance of the information; (2) originality and accuracy of thought; (3) organization; (4) interestingness; and (5) delivery.

6. Awards of first, second, and third will be given to the three best programs, and evaluations of superior and excellent will be given to other worthy entrants. The decision of the judges will be final.

7. Participating colleges will receive the written comments of at least three judges.

8. The intention of entry is to be mailed by November 1, 1952, to Dr. Wayne N. Thompson, University of Illinois, Navy Pier, Chicago 11, Illinois. Recordings are to be shipped by the competing institutions on November 15 to the regional center assigned by the tournament manager. Winning tapes from the regions will be shipped to Dr. Thompson for the national finals.

9. A fee of two dollars to cover postage, secretarial help, and administrative costs of regional and final contests should accompany the entry.

I hereby enter my college in the Second National Contest in Public Discussion and agree to the provisions of Rule Four in the accompanying article. I (would be, would not be) willing to arrange for the evaluation of four recordings in a regional contest between November 15 and December 1, 1952.

EXTRA-CURRICULAR SPEECH DRAMA PROGRAMS IN THE SEVERAL STATES

Dorothy Yaws and E. L. Pross
Texas Christian University

Texas is in the process of revising its speech certification requirements. In order to determine the practices of other states in this matter and to secure data concerning the status of speech training nationally a questionnaire was prepared. This was sent to colleges and universities in each state as well as to state departments of education. Three of the

questions asked were: "Does your state maintain a state-wide extra-curricular program of speech-drama activities? If so, by whom is the program sponsored? What activities does it include?"

Eventually, replies were received from all states. These data were then compiled in tabular form and sent back to the appropriate state department of education for recheck. Table I summarizes the final data regarding the questions enumerated above.

Thirty-four states actively sponsor extra-curricular speech-drama programs. In California, Colorado, Florida, Iowa, Kentucky, Montana, Nevada, New Mexico, New Hampshire, North Carolina, Ohio, Oklahoma, Pennsylvania, Texas, and Washington these activities, or at least some of them, are sponsored by colleges or universities in the respective states. In Georgia, Idaho, Illinois, Kansas, Michigan, Minnesota, Mississippi, Missouri, Nebraska, North Dakota, South Carolina, South Dakota, and Utah the extra-curricular work is carried on by high school activities associations and leagues. The speech teachers in Arkansas, the English teachers in California, the Headmasters' Association in Vermont, and the principals in Maine help sponsor the extra-curricular events in their respective states. The Wisconsin Forensic Association sponsors these activities in Wisconsin. The writers were unable to obtain data concerning the sponsoring organization in Virginia.

The extra-curricular activities include one-act plays, discussion, debate, extemporaneous speaking, declamation, oratory, after-dinner speaking, and radio speech. Twenty-eight states indicated that they sponsor debate; twenty-five, extemporaneous speaking; twenty-four, one-act plays; twenty-two, declamation; eleven, discussion; six, oratory. Two states, Idaho and Texas, sponsor extra-curricular activities for radio; and one state, South Carolina, sponsors after-dinner speaking contests.

Some states submitted the estimated number of high schools participating in extra-curricular activities in terms of percentages; others submitted this information in terms of actual number of schools. In the case of South Dakota, it was indicated that eighty-five to ninety per cent of the schools participate in these activities. This is the highest per cent given by any state. Califor-

nia is next with seventy per cent. The highest number of schools listed came from Texas. This state listed 1,250 schools as participants in extra-curricular activities. In Delaware all the high schools engage in

these events. Arkansas, Kansas, Ohio, Oklahoma, South Carolina, and Virginia did not venture an estimate on this item.

In Texas it was estimated that from eighty-five to one-hundred

thousand students participate in extra-curricular speech activities. This group is larger than the estimates of students participating from all the other states combined. The next largest groups are South Dakota with nine thousand; Wisconsin, with sixty-five hundred; Georgia, with six thousand; and Utah, with three thousand students entering extra-curricular events. Arkansas, California, Delaware, Kansas, Missouri, Ohio, Oklahoma, South Carolina, Vermont, and Virginia did not indicate the number of their students that participate in these activities.

If one ascribes to the belief that competition in speech and drama is a beneficial practice, as do the writers, the statistics regarding extra-curricular work in these areas are most encouraging. Texas is a national leader in this work, and from practical observations the writers have seen the benefits of the program. It is hoped that the number of states offering this work can be increased, and that even wider student participation can be achieved.

Boston University is to entertain the National Speech Tournament and Congress of the National Forensic League June 23-27, 1952. This announcement moves the editor to congratulate Prof. Austin J. Freely of Boston University who will be Chairman of this event. It also brings back many memories of Boston, Cambridge, the Charles River, The Commons, and Harvard days. If it weren't all the way across a wide continent the Editor would like to drive over and spend an afternoon with the Tournament and the NFL leaders.

The Central States Speech Association held its annual convention at Hotel Mayo, Tulsa, Okla., April 17-19. Paul Bagwell, the Executive Vice President of the Association gave the keynote address. Several other prominent speech teachers were present and appeared on the program. Among them: William Sattler, John Keltner, Elwood Murray, Eugene Chenoweth, Kim Griffin, Edd Miller, Wendell Johnson, Forest Whan, Howard W. Gilkinson, Keith Case, Marie Hochmuth, Donald Olson, H. L. Ewbank, Laurence Norton, and many other Mid-western teachers from the colleges and public schools.

TABLE I
STATE SPONSORING EXTRA-CURRICULAR
SPEECH-DRAMA PROGRAMS

State	Sponsored by	Activities included	Number of high schools participating (estimates)	Number of students participating (estimates)
Arkansas	Ark. Association of Teachers of Speech	8;4;6	50-75	200-300
California	Calif. Association of Teachers of English; and speech depts. of colleges and universities	8;4;2;6	70%	
Delaware	Univ. of Delaware	8;4;6	25	400
Florida	Univ. of Florida	2	15	300
Georgia	Ga. High School Association	8;2;6;3	400	6,000
Idaho	Interscholastic High School Activities Association	8;2;6;3;9;7	75	1,200
Illinois	High School Assoc. State University of Iowa	2;6;3 8;4;2;6;3	5-10	
Iowa	Kansas State High School Activities Association	8;2;6;3	200	750
Kansas	University of Ky. Maine Principals' Association	2;6;3 8;3	200 100	750 500
Michigan	Mich. Scholastic Speech League	4;2;6;3	200	1,000
Missouri	Missouri High School Speech Conference; Mo. High School Debating League	8;6;11;12;2	25%	
Montana	University of Mont. State High School	8;2;6;3;7 8;2;6;3	50%	700
Nebraska	Activities Association		50	300
Nevada	University of Nev.	8;2;6;3;	8	100
New Mexico	University of N. Mex	8;2;6	15	100
New Hampshire	Univ. of New Hampshire	8;2;6	10-15	
North Carolina	Univ. of North Car.	8;4;2	300	600
North Dakota	High School League	8;2;6;3;5	400	1,500
Ohio	Ohio State University	8;4;2;6;3;7	500	1,000
Oklahoma	Speech League at Univ. of Oklahoma	8;4;2;6;3	85 to 90%	9,000
Pennsylvania	Univ. of Pittsburg	8;4;2;6;3		
South Carolina	S.C. School League	2;6;3;1	1,250	\$5,000 to
South Dakota	S.D. High School Speech Association	8;4;2;3	50%	100,000 3,000
Texas	University of Interscholastic League	8;2;6;3;9;10;5;7;		
Utah	Utah High School Activities Assoc.	6;3	35	
Vermont	Vt. Headmasters' Asso.	8	35%	850
Virginia		8;2;6;3		
Washington	State College of Washington and Department of Public Instruction	2		
Wisconsin	Wisconsin Forensic Association	8;4;2;6;3;7	417	6,500

¹Key for abbreviations: 1-after dinner; 2-debate; 3-declamation; 4-discussion; 5-interpretation; 6-extemporaneous speaking; 7-oratory; 8-one-act plays; 9-radio; 10-story telling; 11-prose reading; 12-verse reading.

College Oratory Department

"AFTER FOUR YEARS"

by William Maxwell
Oregon State College

As commencement time approaches, thousands of young men and women are taking stock of one important aspect of their lives: their college education. Four years ago this fall, I recall distinctly how nine hundred young freshmen filed into the auditorium of Howard University, in Washington, D. C., to hear words of great import from a distinguished speaker and scholar. As he approached the rostrum, a quiet expectancy filled the hall. Then this scholar, paraphrasing a well-known slogan, spoke these words: "When bigger fools are built, college will build them!"

At the time, his pronouncement seemed only facetious; but, after four years, his statement takes on some additional meaning. I question whether college is building fools; but, when I reflect upon the caliber of many of our college graduates today, there is a question raised in my mind as to what type of individuals colleges are producing.

There seems to be in our society some magical connotation to the word "college." Young men often wreck their physical lives to attend college. Parents frequently sacrifice their security to send their "Joe" or "Betty" to college. This strong drive to obtain a higher education is a unique American trait that goes back to colonial days, when John Harvard made possible what is now America's leading university; back to Thomas Jefferson, who considered his greatest achievement the founding of the University of Virginia; to Abraham Lincoln, whose signature created our democratic land grant colleges. This American tradition today causes men of great wealth to give millions of dollars for education, and to build mammoth educational foundations like that of Rockefeller and more recently of Ford. Such is the unbounded faith of Americans in that magical institution—the college—to transform young men and women into finer citizens and moral leaders. Now, after four years, I wonder: Do our in-

stitutions of higher learning deserve this constant faith?

Recently, the president of my college declared that no longer would a basketball team from O. S. C. compete in Madison Square Garden. Our president was not dissatisfied with the gate receipts; nor was he fearful of the squad flunking out at school. His ruling was simply a frank admission that colleges, in teaching young men how to win, had neglected to teach them how to be moral. To use the words of Senator Fullbright: "Let us consider what has developed in our colleges where the characters of our young men and women are being molded. Our colleges, under extreme pressure from alumni, have become so intent upon winning football and basketball games that they use any means to gain their ends. They corrupt not only the hired players," he continues, "but also the entire student body, who learn, from their elders, the cynical, immoral doctrine that one must win at all cost."

In recent days, television has furnished the American people a dramatic portrayal of corruption in our national and local governments. They saw the influence of crime and the immoral leadership in our political life. Senator Fullbright, at the height of his startling disclosure of R. F. C. mismanagement, said he had expected to be involved in only a routine study of a government agency. But, when he discovered the stories of mink coats, deep freezers, swank hotel parties, and five percenters, his study became more than routine—it opened America's eyes to the immorality and corruption of our political leadership. You may ask what relation has this to college education. Just this: While there are countless factors which caused this corruption, the college, I believe, must bear part of the guilt; for, when we examine these legislators, lawyers, and politicians, we know they are not illiterate. "They are often," declares Senator Fullbright, "men who walk the earth lordly and secure, members of good families, respected figures in their communities, graduates of universities."

If, "bv their fruits, ye shall know them," the college today is under the shadow of disrepute. Just why so much of the college crop be mor-

ally blighted? Can it be because the dollar sign and the atomic formula have become the symbols of higher education? Can it be because the traditional ideals of truth and virtue have been supplanted by those of wealth and power? Certainly, the college is sold to the high school student chiefly upon its monetary value. Certainly, the most profound problem of our era—that of integrating ethical principles with materialistic knowledge—is evaded by most college curricula. The ratio of the courses for running our business lives to those for running our ethical lives, in my school, is about twenty to one. Scientism, with its worship of cold research and the scientific method, is pushing the humanities ever further into the background. Can we not see that, to quote David Lillienthal, "Research that is only 'enormously developed intelligence,' . . . that leaves out the primary driving force in human affairs—the spirit of man—can only lead to one catastrophe after another?"

Along with this lack of positive moral training, I have discovered, during four years, that there is something in college that contradicts free thinking and independent thinking—the very core of higher education.

Stanford or Oregon State, for example, just as most any institution, possesses a personality, an atmosphere that is distinctive. The college, early in a freshman's career, begins to indoctrinate him—to be as much like other people as possible, to accept the ready made pattern in habits, in clothes, and most dangerously in ideas. You must have noticed how a campus personality affects not only the freshmen but all the students. There is that omnipotent force compelling one to conform. One must belong to an outstanding fraternity; one must patronize only the college hangouts. Campus tradition demands a prescribed collegiate attire; and a student must affect the prevailing campus attitudes. This conforming psychology, admittedly, may be harmless in many ways. Actually, frosh lids, rook pants, and the like pose no serious problem. But the college often goes so far as to inhibit a student's enterprise. On a campus in the Northwest recently, the student

ED. NOTE—An oration entered in the Pacific Forensic League Oratorical Contest, held at Stanford University, April 25, 1951.

Horticulture Club decided to sell corsages and chrysanthemums on campus for the purpose of raising money for scholarships and field trips and a lecture series. The group made their plans and then sought approval of the administration. They were rebuffed, not because their service would have been inferior but because they would have been competing with downtown merchants.

Moreover, this insidious pressure which stifles initiative and independent thinking is not only felt by students but also by faculty members. Many in this audience come from campuses that have recently been the scene of attacks upon academic freedom. Thus, the student can never be sure that the instructor speaks his own conviction or hedges in an effort to retain his professional status.

So, our four years are not spent in the academic community of our earlier dreams; rather, we live four years in a materialistic environment that emasculates our originality and engenders conformatism—an environment that tends to kill initiative and independence by forcing us to bow to political, business, and social pressures. If there is any place in our society for uninhibited thought, study, and discussion, it ought to be our institutions of higher learning; but, instead, we see academic freedom dying in the place of its birth—the university campus.

If this conformatism were shed at the college gates by our departing seniors, we might not be so dismayed; but, when the conformatism of campus life invades our national political scene, then we get the puritans of conformity: men like Senator McCarthy who demand absolute allegiance to their own brand of conservatism; men like publishers Hearst and McCormick whose criterion of a good American seems to be how abjectly he conforms. Remember college helped to produce these men—men who are powerful leaders in our country today!

Though the charges I have leveled against the university community are serious, ladies and gentlemen, there is no bitterness in my criticism. If I had it to do all over again, I would still choose college; for, despite its shortcomings, the college offers much to the earnest seeker. It gives him, at least, the chance to grow up mentally. It provides him with invaluable knowledge as to man and his universe. Perhaps no

other climate is potentially more conducive to understanding human nature than the college. Here one, if he will, can live, work, study with virtually every segment of humanity. For all this, I am humbly grateful, because I can say with conviction that college has been good to me.

Nevertheless, after four years in the academic world, I am forced to believe that the college is partially responsible for the world condition recently described by General Omar Bradley: "We have too many men of science—too few men of God. Man is stumbling blindly through a spiritual darkness while toying with the precarious secrets of life and death. The world has achieved brilliance without wisdom; power without conscience. Ours is a world of nuclear giants and ethical infants. We know more about killing than we know about living. 'This,' concludes General Bradley, 'is our twentieth century's claim to distinction and progress.'"

College can not go on giving men facts alone; it must give men ethics too. College must end its unholy alliance with dogma and reaction and embrace its only allies—truth and virtue. Only then can the American college live in the spirit of its creators—men like Harvard, Jefferson, and Lincoln. May college reciprocate and give society, in return, more men like them!

KENT STATE TIES FOR FIRST IN BUCKEYE TOURNAMENT

Kent State University and Case Institute of Technology were tied for first place in the tenth annual Buckeye debate tournament held at KSU Saturday, February 9, 1952.

Participating in the tournament were twenty-eight colleges from Ohio, Pennsylvania, Michigan, Illinois, New York and West Virginia.

During the competition, both Kent State University and Case debate teams won seven contests and lost one. For second place in the tournament, seven colleges were tied with six wins and two losses each.

They were Bowling Green, Central Michigan, Heidelberg, John Carroll, Ohio State, Wayne University and Westminster College, Pa.

In a five-way tie for third place with five wins and three losses were the University of Illinois (Chicago branch), Marietta, Muskingum, Ohio State University B team, and Western Reserve.

Members of the Kent State Uni-

versity debate team are: negative, Gary Banas, and Al Pontius; affirmative, Tom McManus and Ron Rice.

Topic for the debate was the national collegiate debate topic for the year, "Permanent Federal Wage and Price Controls."

AN ANSWER TO "TECHNIQUES By Leonard F. Sommer, Univ. of Notre Dame

When first reading the opening paragraphs of Mr. Joseph Schwartz's article, "Techniques of Analysis," in the Spring issue of *SPEECH ACTIVITIES*, I felt as Chaerephon does when he comments in Plato's "Gorgias": "You hear the audience cheering, Gorgias and Socrates, which shows their desire to listen to you; and for myself, Heaven forbid that I should have any business on hand which would take me away from this discussion so interesting and so ably maintained." And Heaven forbid that I should have been forced to lay aside the article by Mr. Schwartz before completion.

My basic contentions for the above remarks are simply that while I agree that there are many definite weaknesses in competitive debating as it now exists, I am not convinced that Mr. Schwartz has done anything to lay open these weaknesses for thoughtful consideration. And I feel that he has failed in his endeavor for two reasons: (1) He has failed to make the technical delineations of the word "truth" which are absolutely essential for a discussion such as he has attempted and (2) he has confused the terms "pragmatic" and "Utilitarian," and "practical" and "productive." You see then that while agreement exists on the point that debate is not perfect, and while I also agree with the axiomatic principles used as premises by Mr. Schwartz, I am not at all sure that the latter apply to the former—or more precisely, I am not convinced that Mr. Schwartz's presentations apply as a unit to the point he is discussing. I shall attempt then to solve this dichotomy between the aforementioned points and establish a via media or at least a *modus operandi*.

The primarily point of departure for Mr. Schwartz is the fallacy of the need-plan method, which all who are in any way familiar with debate know so well. He maintains that such a system breeds pragmatism and divorces the debater

from the realm of the speculative, which he further declares is his proper place. Here we have truths and half-truths.

I cannot agree that competitive debating was established as the birthplace for speculative philosophers, (distinguishing this from that philosopher-like quality necessary in all men for right living). I had always thought of it as the training ground for legislators, business men, all rational animals—men who will someday apply, put into practice, the lessons gathered from the totality of courses assimilated during a career as a student. And as we hope the graduate will do, so do we desire for the debater—namely that he will apply solutions on the basis of rational, true judgments of a situation. But to be more specific!

A debater has in his speech of construction ten minutes to present a point or a series of points. This presentation, or analysis, is to be true—and there is only one basic true. Hence, the debater need not completely rebuild his reasoning to a need, but merely outline his points and show the steps of his rational approach. Having thus examined absolute truth, he may build and present a plan based on true findings. It is hardly pragmatic to wish to act to rectify a situation; it is simply productive and practical accomplishment. We see then that Mr. Schwartz's universal application of the term "pragmatic" to all action or plan of action is hardly valid.

Further substantiation of the invalidity of this universal application is Mr. Schwartz's own example. He points out for ridicule, and as a proof of his contentions, the now long dead high school debate question dealing with socialized medicine. He says that "the need was apparent—people got sick and died." I am not sure of Mr. Schwartz's experience in debate; however, I know that no matter how superficial debaters might become in the examination of a problem, they would at least have to point out that after the "people got sick," and before "they died," there was a period during which they could not meet the financial demands of proper medical treatment, and that there were certain contingencies which produced this inability. Such brash falsification hardly helps to substantiate Mr. Schwartz's arguments, and it merely further proves that there is

no justification for the universal application of "pragmatism" to debate.

Now for our consideration of the second point—namely that he has made improper use of the term "truth" and, hence, his arguments here are also specious. He relates, "If we mean to hold any absolute . . . we must believe that the true technique of analysis depends upon truth's being absolute, and not functional. **Actions or proposals are functional. But truth, which gives the meaning to action, is not.**" (Italics, mine).

These statements are valid, but they do not pertain to the matter Mr. Schwartz is discussing, at least they do not pertain as he would like them to. In relation to this there are three philosophical points which will greatly aid in our examination of the issue at hand.

They are:

(1) What is a true or truthful word? A word which expresses, as it really is, the speaker's thought; a word in conformity with that thought. What then, is a true thought? A thought which represents, as it really is, the thing to which it refers; a thought in conformity with the thing. (Maritan, J., **An Introduction to Philosophy**, p. 180.)

(2) The two intellects, speculative and practical, differ then in their ends. For the latter, the end is a good considered as good, the object of the will; for the former, it is a good considered as true. This is why we say that the normative sciences are concerned not with the knowledge of an already existing order, but with the production we desire to see realized. (Joyce, G. H., **Principles of Logic**, p. 293.)

(3) Of the thinking that is theoretical (*theoretikos*) rather than Practical (*praktikos*) or productive (*poetikos*), the good and bad state are respectively truth and falsity, the determination of which is the function of every intellectual activity. But where the intellectual activity has practical character, the good state is truth in harmony with the right desire. (Aristotle, **The Nicomachean Ethics**, Book VI, ii.)

Now to apply these principles!

Mr. Schwartz has undoubtedly utilized the first principal stated above when he speaks of "absolute truth," however, he then presents for consideration the fact that such truth is not functional. He falls in semi-error because he fails to make

the distinction set forth in the second principle, and he further fails to apply the thought of Aristotle. Because he fails in these fields, confusion creeps into his presentation.

He talks of absolute truth — I agree; it is a principle and the basis of the analysis of a contention; however, the very example he cites to substantiate his consideration goes further than he. The Declaration of Independence—he cites it as truth rather than action—is in reality an example of the Aristotelian division of theoretical and productive, and hence is the combination of truth and action. "If any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government." Here we have truth as the basis for action—practical and productive truth put into action, a fact demonstrated by our present position as a sovereign state.

We see then that truth is the basis for right action. Hence, we can say that it is in a sense functional—as long as we make the delineations cited above. We now may readily see that Mr. Schwartz has gone too much to the extreme. He says that debate has not lived up to its expectations—but, and I repeat, no one ever said that debate was to be the seed-bed for future speculative philosophers. It is these latter who stop with the speculative intellect, but debaters have always been taught to apply the truths of the speculative to the practical and the productive. They are to progress further and present a plan, a plan based on the truth of the need.

I agreed at the introduction to this piece that there might well be room for valid complaint against the superficial manner in which many debaters examine the need, but I do not agree with Mr. Schwartz that the need-plan idea is to be laughed out of debate. Debate was instigated as a competitive activity, not as a seminar discussion in a Great Books program. Mr. Schwartz would seem to prefer leading a discussion on the Syntopicon with a group of speculative philosophers rather than handling a competitive debate team in a speculative analysis of a problem and the application of truth—the functionalization of this truth, if will—in a practical, productive manner. Which is in reality the manner in which we call upon our legislators to function in a democracy.

Presenting Denison University

MOTHER OF THE UNIVERSITY OF CHICAGO

Denison University is often referred to as the mother of the University of Chicago. John D. Rockefeller was on the Board of Trustees at Denison in the 1860's and 1870's. It was here he met Harper whom he made the first president of the University of Chicago. One of John D. Rockefeller's first gifts made when he was a poor boy was to Denison University. Many of the faculty of the University of Chicago, were taken from Denison. Edgar Goodspeed, translator of the Bible, went from Denison to Chicago. Edgar DeWitt Burton, Denison '79 was one of the distinguished presidents of the Uni-

versity of Chicago. Redlands University in California is sometimes referred to as the Denison of California because of the influence of Denison men and women on its policies.

Facts About Denison

Denison is situated in the exact geographical center of Ohio, 27 miles east of Columbus. In fact, Granville, Ohio, is a pleasant suburb of the Capital city. Students at Denison are permitted to have their own cars so that the theatre and musical events of Columbus and the Ohio State University are available to Denison students.

Alumni have through the years generously provided for Denison's needs. Today the campus covers about 500 acres. Fall and spring sports are carried on out doors on

commodious playing fields. In the winter sports are always in progress in the new Alumni Field House which cost \$1,000,000. Intra mural sports are a feature at Denison because of the closely knit student body.

The Student Body

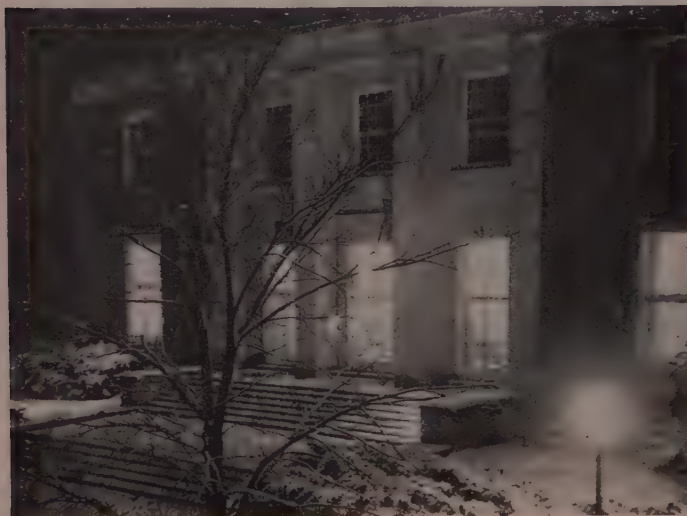
After the first year when all the men live in Curtis Hall they are bid to the nine fraternities on the campus. Practically every man has an opportunity to belong to some group. Social and intra-mural life at Denison is governed pretty much by fraternity and sorority groups. Those students who do not care to join fraternities have the opportunity to join the Denison Commons Club.

Women live in dormitories but have their sorority lodges where

1. See Fosdick, Raymond, The Story of the Rockefeller Foundation, Harper and Brothers, New York, 1952, p. 5.



Speech Group at Denison University



they have their parties and teas and sorority meetings. The number of rooms for women is limited and so the number of women at Denison is kept pretty constant.

After the war the enrollment of Denison climbed to over 1300 but has gradually decreased to around 1100. The tuition is around \$600.00.

Granville, where Denison University is situated, was founded by pioneers pushing out from Granville, Massachusetts. The town bears the marks of a New England village. The population of Granville is about 2000. It has not grown much in the past 100 years. The town and gown are close to each other.

Public Speaking at Denison

James Albert Winans dedicates his book on public speaking to Hamilton College which for 100 years emphasized the need of public speaking on the part of its students. Similarly Denison has always pressed the claims of the spoken word. The literary societies during the 19th century developed some fine speakers. Robert I. Fulton, an itinerant teacher of elocution, was on the faculty of Denison in 1890.

The Lewis Prize Contest consisting of \$100 in prizes was established in the 1890's and has been continued to this day. Students look upon it as an honor to take this prize. Denison has graduated such great preachers as Harold Cook Phillips of the First Baptist Church of Cleveland, Ohio, and Theodore Adams of the First Baptist Church of Richmond, Virginia. Two of the younger distinguished preachers who have been debaters at Denison are Gene Bartlett of the First Baptist Church of Evanston, Illinois, and Kenneth Maxwell of Central Baptist Church of Hartford, Connecticut.

Forensics in Ohio

Anyone familiar with Ohio knows that the small colleges have a fine forensic league. Many debates can be had at little cost for travelling. Think that from Granville no college is more than 125 miles distant: Oberlin, Wooster, Kenyon, Ohio Wesleyan, Wittenberg, Capital, Ohio University, Marietta, Kent State University, Bowling Green State University, Miami University, Muskingum College, Otterbein College, Western Reserve University, University of Cincinnati, University of Ak-

Chi Omega Sorority House.

Kappa Sigma Fraternity.

The Library, Denison University.

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ron. These colleges have annual forensic events for men and for women. A state debate tournament is held at Capital in February. Many other fine tournaments are held, chief among which are the ones at Ohio Wesleyan, the Great Lakes Tournament at Bowling Green, and the Buckeye Tournament at Kent State University.

Some of the finest teachers of speech in the country are located in Ohio. Think of Dean Charles R. Layton, James N. Holm of Kent State, W. Roy Diem of Ohio Wesleyan University, J. Garber Drushal of Wooster, Loren C. Staats of Ohio University, Paul Brees of Wittenberg College, J. Jeffrey Auer and Robt. Gunderson of Oberlin, Warren Guthrie of Western Reserve University, Howard Morgan of Capital University, and Paul Carmack of Ohio State. The latter has been very successful in reviving debate interest at the Ohio State University. Under the leadership of W. Hayes Yeager this fine department now has more than 80 members on its staff.

Debating at Denison

Outstanding during the past decade at Denison was the debating of Joseph Neath '50, now a student at the University of Michigan Law School, and Paul Schuch '50, who is now an honor student at the University of Cincinnati Law School. These two men reached the semi-finals in the second annual National Invitational Debate Tourney of Boston University in the Spring of 1949. This team won over the teams from Tufts, the University of Maine, McGill, Boston, and Harvard universities to earn the right to enter the semi-finals, losing to the University of Notre Dame.

In 1949 Denison won from 18 other colleges the championship of the Ohio Men's Intercollegiate Debate Tournament at Capital University. The team was composed of Neath, Schuch, Laurence Crocker '51, and Robert Gump '49. Crocker is now a frosh medic at Washington University, St. Louis, and Gump is a law student at the University of Michigan.

Denison debaters were accorded the privilege of participating in international debates with representatives of Bristol and Birmingham



Women's Dormitories at night.
Kappa Alpha Theta Sorority.
Beta Theta Pi Fraternity.

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Winter Scenes at Denison

Upper—Snow on Main Street, Granville, Ohio.

Lower—Tobogganning on the Denison Hills.

universities in 1948, and with members of the Oxford Union in 1949 and 1951. Richard Lugar, a champion high school debater from Shortridge High School in Indianapolis and Tom Skidmore, a champion high school debater from Wyoming, Ohio, represented Denison in the latest encounter with the British boys. Lugar and Skidmore represented Denison in the Boston tournament during the spring of 1952.

One of the senior debaters holds a weekly session for the freshmen debaters at which usually there are a dozen young men and women. They study the same question that the high schools of the state use. They have debates with each other and with high schools. The climax is a tournament. Last year it was held at Kenyon, 24 miles north of Granville.

These freshmen do not receive credit for this work. They do it because they love debating. In their sophomore year they come into a two-hour class in intercollegiate debate. From this class the various squads are chosen to represent Denison. The class meets twice a week when the proposition is studied. Every member of this class has intercollegiate experience. The first such experience comes the first Saturday in November when Denison has an invitational meet for all colleges in Ohio. No decisions are rendered. Sometimes as many as 200 debaters take part in this opening meet of the season.

Speech Staff at Denison

The Professor of Speech at Denison University is Lionel G. Crocker. He was called there in 1928 from the University of Michigan to organize the Department of Speech and has taught there, except for some summer terms, since that time. He is assisted by Robert Robbins and Pressley McCoy. A core course in speech is required of all students. There are fifty-five majors in the department. Each student is required to take a minimum of twenty-four hours in speech for his major but he may take up to a limit of thirty-five hours in speech. While some students do go into the teaching of speech and into speech correction, most of the students go into business, law, medicine, industry, personnel management, selling. More and more business is encouraging students to major in speech so that they may become articulate.

Professor Crocker was born in Ann

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Upper—Entrance Gate to Denison University.

Arbor, Michigan, and naturally took his A.B. and A.M. there in 1918 and 1921 respectively. Before settling down at Denison he taught in the Universities of Minnesota and Michigan, and in Waseda University, Japan, and also on the Floating University in 1926-27. In summer terms he has taught at University of Colorado (1924), Michigan State College, '29, '30, '41, University of Michigan, '36, '45, '47, and Indiana State Teachers, '48. Professor Crocker served in the Medical Corps of the U. S. Army in '18-'19. He is a member of several Greek letter societies, such as Tau Kappa Alpha, Theta Chi, Omicron Delta Kappa, Pi Delta Epsilon. He is a member of the Baptist Church.

During his varied career as a teacher of speech he has written or edited several speech books. Among them: Public Speaking for College Students '41, revised '49; Argumentation and Debate '44; Oral Reading '47, Effective Speech '48. Professor Crocker has maintained an active interest in the National Speech Association and has served as Assistant Editor of the Quarterly Journal of Speech and on the Executive Council and as First Vice President, and at the last convention of the SAA at Chicago, Illinois, last December was named National President for 1952.

Professor Crocker is married and has two children: Joan Elizabeth and Laurence Gordon. He lives in Granville, Ohio, near the University where he teaches.



Prof Lionel Crocker
Denison University

EDITORIAL and COMMENT

UNINVITED EVENTS

By Richard L. Evans

No man ever lived his life exactly as he planned it. There are things all of us want that we don't get. There are plans all of us make that never move beyond the hopes in our hearts. There are reverses which upset our fondest dreams. Unforeseen events are always in the offing. Countless people who have had their careers carefully planned have seen them swept aside by a single sudden circumstance. Accidents, sickness, misfortune in money matters, the loss of loved ones, the faithlessness of friends, the tragedies of a troubled world, the missing of time and tide, and many other untoward events, can, in a moment, take from any of us the plans and pleasures and purposes we have long pursued. And when events take a turn we haven't anticipated, and upset our plans and purposes, we sometimes give way to hopelessness or to fatalistic fear or give way to bitter rebellion—rebellion against life, rebellion against our inability to control it according to our own ideas. And often we rail against facts that cannot be refuted, and bruise our heads and our hearts in fighting irrevocable realities. But when some unlooked-for accident, or some uninvited event does enter in, there is no peace or purpose in letting rebellion rankle within us. There are many things in life beyond the present power of anyone to alter or to answer or to understand. And what we cannot understand we shall have to accept on faith—until we do understand. And in any case, rebellion isn't the answer. But neither is hopeless resignation. Resignation may retreat too far. But somewhere between bitter rebellion and beaten resignation there is an effective fighting ground where a man can make the most of whatever is; where he can still face each day and do with it whatever can be done. And when life rides roughly over our best laid plans, the way to personal peace, to faith and effectiveness, to accomplishment and reconciliation, is to change what should be changed, if we can, and to make the most of whatever is, when we can't for the moment change the facts we face.—From *The Colony, Norfolk*, March 1, 1952.

RANDOM VIEWS

The West Point Military Academy had a number of teams touring the country in early March. Two strapping magnificent six footers visited our college and we had a fine visit and a good debate with them—two debates in fact, one on each side. We can conceive of no finer advertising for the Academy than to send out such teams, and no better method of insuring and promoting the success of their annual tournament which in five years has become the standard leading tournament of the country. I hope no one will resent this statement because his college maintains a tournament, for it is most undoubtedly true that West Point has the best organized and most significant meet of all the regular, annual tournaments. There seems to me to be almost a general agreement on this fact. I was told these things by coaches I respect highly long before it was my privilege to attend a West Point Tournament.

How is this accomplished when we have so many tournaments? I think it is because most tournaments are helter-skelter. There is a small clientele that is certain, the rest is haphazard. It comes or it does not and is free to go somewhere else. West Point on the contrary is not haphazard. It is carefully planned. It draws from eight districts that cover the entire country. The district has a group of coaches who select the teams from the district that are to be invited to go. The inevitable result of this is 32 top teams from the entire nation. West Point enters and the winner of the year before is invited, and thus 34 of the Nation's first rate teams assemble on the proper date. We have many other fine tournaments but none so well conceived and carried out.

You may not agree with my opinion in this matter. The first thing I would ask you is, have you ever attended West Point? If not, why not? I am sure you would agree with me and many other debate coaches if you once attended. West Point has the superior plan and that makes all the difference.

THE SKEPTICAL JUDGE

Was there ever such a person? Yes, indeed, there was.

Once, I almost said once upon a time, there was a young man who was ambitious. The particular object of his ambition was to win a certain National Extempore Speaking Contest. He took the announced general subject from which the special topics were to be selected and began dividing it into sub-topics himself. He would draw one of his own sub-topics and proceed to speak the allotted time upon the topic after talking the allotted time to think over and plan his speech. He asked his debate director to state topics for him to practice upon. Naturally he began to improve and to become a rather facile speaker.

At last the time came and he and his fellow debaters and director began their journey to another section of the country to enter the National Contests. All the distance (and it was practically a three day trip in those times) this young man kept up his practice on extemporaneous speeches on the back platform of railway passenger coaches. He practiced two or three times a day until the National Contests were reached.

The hour of the contests came. There were seven speakers. I do not remember in which position our lad spoke. Suffice it to say that he did extremely well. However, one of the three judges gave him last, the other two first. The seventh place left him a victim and the second place man averaged above. When it was all over the judge who gave him last said: "He was too good. I couldn't believe it. I was sure he had committed his speech to memory. I find out now I am wrong, and I am sorry."

One would not think that a contestant could ever become too good—what an ironical situation!

Several years later another young man aspired to win the same National Extempore Speech Contest. In his training days he won a tournament extempore contest. Try as hard as he would he could not duplicate that win. Each time the breaks went against him. At last he complained to his director of debate. He told of his aspirations to win the National Extempore Speaking Contest.

What are you doing, asked his director. I mean how do you plan your speeches? The answer was: "Oh, just like anyone else. One, two, three divisions—a three-point speech."

"Why not try something different?" said the coach.

"What shall I try?" answered the contestant.

"If I were you," replied his coach, "I would go get a copy of Aesop's Fables. I would read them and gradually fix several of them in my mind so I could tell them. Then when I drew my Extempore topics, I would look them over for one I could apply an Aesop's Fable to. Then I would make my speech as usual. At the conclusion I would go back to the fable, recall it, and apply the moral to the speech I had made.

"Sounds worth trying," he answered.

And so he tried it—and what do you think! He did it so skilfully that he won the National Extempore Contest. Not only that—he learned a valuable speaking method for a lifetime use!

"CITIZENSHIP DENIED"

We sometimes become so disgusted with some of our seemingly Communist loving Federal Judges that we fail to recognize the true patriots on the Nation's Bench. Recently there stood before such a Judge a man, seeking citizenship in the United States. He was a "conscientious objector," having fled from Russia because of persecution. He stated that he would not under any circumstances fight for his country, whatever that country might be. Said the Judge: "Here is a man who would call the police, but he would not attempt to defend his own child or his own home." Then again said the Judge: "This man would never go out and pay the price in mud and sleet and ice to drive a tyrant from the conquest of the land of his adoption. He would see his country enslaved rather than bear arms." Then pausing the Judge announced: "Citizenship denied." Thank God, there are still some like that left on the Bench in America. — From the Methodist Challenge, March 1952.

The University of Redlands held its annual high school tournament May 8-10. The sensation of the meet was the last minute drive of Hoover High of San Diego which netted them 51 points and the sweepstakes prize over the Los Angeles High which registered 43 points. Los Angeles had the most individual wins but Hoover had enough of them together with its wins in debate A and B divisions to take the chief honors.

SUMMER, 1952

BOOK REVIEWS

By E. Ray Nichols, Jr.

University Debaters' Annual 1950-51

Edited by Ruth Ulman

The H. W. Wilson Co., New York
1951. 246 pp.

The national and international issues which occupied attention during the past year are well represented in this collection of debates and discussions. The University of Michigan and Northwestern University are represented in a debate on a "Non-Communist World Organization." Rearming Western Europe was the subject of a panel discussion featuring students of the University of Alabama.

The final discussion of the University of Nebraska's annual intercollegiate conference, featuring the six superior speakers from the institutions attending, presented the subject, "Youth and the Defense Program." "Outlawing the Communist Party" was the resolution debated by Texas A and M and Baylor.

Debates between Temple and Pennsylvania, Wisconsin and Marquette, and Michigan State and Alma considered the following three subjects respectively: "Loyalty Oaths in Colleges," "The Welfare State," and the "Brannan Plan."

The feature of this "Annual" is a student-faculty debate sponsored by the Philomathean Society of Union College which was held under strict parliamentary procedure with the house divided into affirmative and negative sections. The resolution urged that gambling should be legalized.

Each debate or discussion is accompanied by briefs and a bibliographical compilation of sources.

How to Talk with People

Irving J. Lee

Harper and Brothers, Publishers
New York, 1952. 176 pp.

The purpose of Professor Lee's manual is to set down a procedure for improving the personal relations in committee and other small discussion groups. Although he approaches it from several different angles, the theme of the book is also a major problem of the semanticist, that is, how can the individual be brought to the realization that words do not have fixed meanings, that they vary in meaning according to the context in which they are used?

Each chapter attacks the problem on the basis of specific faults observed in the operations of individuals in various types of discussion proceedings. In each case the fault relates closely to the individual's failure to appreciate the ambiguity of words.

Professor Lee has conducted extensive investigation of the causes of failure in group discussion. Having isolated the factors which he believes to be responsible, he explains and illustrates them and, in addition, suggests methods for overcoming them. The factors he emphasizes as being the most influential in causing dissension in discussion are the following:

1. The assumption that when you use a word others attribute to it the same meaning that you do.

2. The tendency of one person to contradict another without finding out what the other person really meant.

3. The assumption that when a person disagrees with you that he is revealing his own stupidity.

4. The tendency of group members to quarrel over solutions before they have determined the problem.

5. The conflict in approach between those who see the problem as something new and those who see it as just like something they have solved before.

6. The conflict between partisans each of whom seeks to satisfy the needs of his own organization.

7. The use of stigmatizing labels.

8. The assumption that a difference of opinion is an attack upon an individual.

9. Failure to control the emotion of anger.

10. The tendency of the leader to assume more responsibility than he should when discussions bog down.

11. The tendency of the group to settle for an easy expedient when time is short and pressure is great.

12. The tendency for most leaders to have more to do in a discussion than they can handle well alone.

In each chapter of the book, Professor Lee presents suggestions for combating one of the faults listed above. His answers are based on observation of the way people behave in group situations and on the methods of reconciliation with which he experimented in cooperation with numerous organizations. Basically, the author's approach is

semantic, but he does not overlook the psychological aspects of the discussion situation.

The Dynamics of Discussion

D. M. Hall

The Interstate, Printers and Publishers
Danville, Illinois, 1950. 63 pp.

Professor Hall of the Agricultural Extension Division of the University of Illinois states the objective of this pamphlet in the following two paragraphs from the preface:

"Many publications have been written on the subject of group work. Most of them extol the virtues of discussion with such enthusiasm that the reader is led to believe that discussion is the only means for education within a democratic society. Many others give reasons for conducting these so-called discussion meetings, but very few present the skills needed by the discussion team (that is, the chairman, recorder, and analyzer) to operate successfully in a problem-solving situation.

"The first part of this bulletin will deal with the 'whys' and 'whats' of group discussion; the second part with the 'hows.'"

Professor Hall gives considerable attention to the question: Why do groups fail? First, because of faulty organization; second, because of a poor combination of individuals; third, because of an inhibiting atmosphere; fourth, because of a lack of individual skill in assuming the necessary roles of group discussion.

Much of the blame for the inability of individuals to perform adequately in group situations is traced to a dominative home or school environment. Professor Hall points out that a conflict has developed in the attitude of such an individual. He is expected to perform in the dominative pattern to which he has been accustomed, but being deprived of a situation in which he can dominate he has been forced to enter the group situation with the urge for self-exploitation. As a result, he destroys group effectiveness and limits the value of the democratic system.

Such types are classified as the "aggressor, the blocker, the recognition seeker, the dodger, the dominator, the help-seeker, the special-interest pleader, the blamer," all fatal to a successful group situation. Professor Hall would replace these with individuals better adjusted to

democratic discourse such as the following: "the initiator, the orientor, the facilitator, the encourager, the harmonizer, etc.

In developing the "hows" of group discussion the bulletin relies chiefly on the problem solving method of John Dewey. He supplements it by providing techniques for selecting the important problems and arranging their priority, for formulating an hypothesis, and for finding facts.

Professor Hall is particularly interested in the formation of appropriate groups to do certain jobs. He presents charts and methods for this purpose and for the selection of individuals who can be most helpful in handling certain types of problems. This pamphlet would be of particular interest to church, farm, school, and community groups which desire a rather detailed explanation of the methods of organizing groups, selecting the members, and the procedure once the organization is under way.

The Point Four Program

Edited by Walter M. Daniels

The Reference Shelf, v. 23, no. 5
The H. W. Wilson Co., New York
1951. 207 pp.

The controversial aspects of the "bold, new program" are considered under four headings in this collection of current writings by economists, government officials, and representatives of industry and agriculture. Under the title, "The Concept," extracts from the President's inaugural address of January 20, 1949, set forth the plan as it was originally announced. An official interpretation of the plan by Samuel P. Hayes of the State Department further elaborates the President's proposal. To conclude the presentation of official documents, portions of Public Law 535, an "Act for International Development" are quoted to round out the picture of things accomplished in setting up the "point four program." Articles by such men as Chester Bowles, Milo R. Perkins, and Henry Hazlitt further expand the concept of the international development program.

An analysis of the program is considered in the second part of the book. Here are included further quasi-official reports on the nature of the program beginning with the statement of a group of experts appointed by the Secretary-General of the United Nations. Studies com-

missioned by the U.S. government itself include a report on foreign economic policy undertaken by Gordon Gray, a report by a second committee under Nelson Rockefeller relating to technical and economic assistance for underdeveloped areas, and a third report by the Brookings Institute analyzing the recommendations of the Gray and Rockefeller committees.

The third section of the compilation considers the problem of financing the "point four program." Articles by such men as James E. Webb, Morris S. Rosenthal, and Isador Lubin analyze the case for private investment as opposed to public funds for foreign economic development.

The final division of the book evaluates the end product anticipated in the "point four program." Possible results, benefits, and drawbacks of the program are presented by representatives of the State Department and industry. Emphasis is placed on the effect that the program may have upon land reform, economic and political freedom, world trade, and the tariff regulations of the United States government.

Creative Dramatics in Home, School and Community

Ruth Lease and Geraldine Brain Siks
Harper and Brothers, Publishers,
New York
1952. 306 pp.

This book is another verification of the conclusion reached year in and year out by those who have worked with educational drama that playing a part provides a valuable emotional release for the individual whether his attitudes be normal or somewhat maladjusted.

Creative dramatics has the distinct advantage of providing its own motivation. It is the truly sugar-coated pill, one in which the sugar never gives out. Being a group activity, it makes possible the administering of a number of individual doses at one time. These two factors combine to produce the ideal tonic, the reduction of emotional tension through the act of playing.

Among the virtues of this book must be cited the clear and careful explanation of the means of introducing the child to an activity which demands an organized effort. With the age level in mind, the authors describe the manner in which children may be introduced

to the instructive element of the subject matter, how they may be brought into contact with various periods of history and a wide range of social problems.

The authors have included an extensive bibliography of songs, ballads, stories, short dramas, and many suggestions for the development of original pantomimes and playlets. The book will be of exceeding value to the teacher who can see that drama can obtain unobtrusively the acceptance of rules and obligations which, less attractively cloaked, might be resented and rejected.

POLITICAL ETHICS AND THE VOTE

Edited by Thomas A. Rousse
H. W. Wilson Co., New York
The Reference Shelf, 181pp.

This is a practical book that presents the unsavory truth in facts and figures without the fanfare of newspaper headlines or radio politicking.

Stuart Chase, Paul H. Douglas, William Fulbright, Herbert Hoover, David Lawrence, and Dorothy Thompson are among the leaders of public opinion whose articles appear in the book. The overall picture is not pretty, but it has been worse. Human nature and the high percentage of citizens who declaim loudly but fail to vote are the principal offenders.

Contributing factors are, of course, multi-billion dollar budgets, the spoils system and the practice of paying off political debts with high offices. The effects of pressure groups, underworld tie-ups, and large campaign contributions are also shown.

The first half of the book presents the current situation and the remainder is devoted to "Causes and Remedies," with a descriptive summary of recommendations. The late Harold Ickes is quoted, "Within my knowledge, no public officer has ever bribed himself." Another apt quotations is a medieval English quatrain:

The law locks up both man and woman

Who steals the goose from off the common,

But lets the greater felon loose

Who steals the common from the goose.

Alistair Cooke, U.S. correspondent of the MANCHESTER GUARDIAN and an American citizen since 1941, says that this is no longer true in England. He describes the high standards of British public servants.

Among other recommendations, he would like to see our Civil Service greatly expanded, certain investigations taken out of the hands of Congress, and a study made of the connection between government and business. He also points out that 84 percent of the British go to the polls while only one qualified American in two bothers to vote.

As originally stated, this is a "needed" book, a book that the electorate needs to read to raise our political ethics. The title expresses this thought, **Political Ethics and the Voter.**

FEDERAL TAXES

Edited by Clifton H. Kreps, Jr.
Vol 24, No. 2, The Reference Shelf
H. W. Wilson Co., New York

"The word 'budget' derives from an old French word, 'bougette,' meaning 'little bag.'"—N.Y. Times. "Tax per person: Up 120 times."—U.S. News & World Report. The President's budget for 1952-53 calls for expenditures of over eighty-five billion dollars (\$85,000,000,000.).

The above statements are quoted from the new book, **FEDERAL TAXES**, (183 pages, \$1.75, Reference Shelf, H. W. Wilson Co., New York 52). The editor and compiler is Clifton H. Kreps, Jr., Chief, Public Information Division, Federal Reserve Bank of New York. The book is a compilation of the opinions of recognized authorities, and Mr. Kreps has made an impartial selection to present in their own words the arguments of the leaders of different schools of political and economic thought. Articles by Mather Woll, V.P. of the A.F. of L.; John W. Snyder, Secretary of the Treasury; Stanley H. Ruttenberg, Director of Education and Research, C.I.O.; and Charles R. Sligh, Chairman of the Taxation Committee of the National Association of Manufacturers, are among the twenty-seven in the book covering many phases of this pressing—and painful—problem.

The editor introduces each of the four major divisions with comments tying the whole together. The headings suggest the scope: Magnitude, Purposes and Effects of Federal Taxation; Equity in Taxation: Distribution of the Burden; Taxation, Defense and Inflation; and Should Federal Tax Powers be Limited?

There is much meaty, worthwhile material in the book and a selective bibliography suggests further reading.

NEWS NOTES

The National Forensic League will hold its National Convention at Boston University June 23-27, 1952. Winners of first place in state league contests and winners of first in NFL district tournaments will compete in debate, Extempore Speaking for men and for women, Original Oratory, Poetry Reading and Radio Announcing. Each student is allowed to enter three events. The National is limited to 220 students.

Initiating the new method of choosing the high school debate proposition for next season, the NUEA Committee on Debate Materials and Cooperation, at the last meeting at the National Speech Convention Dec. 27-29, chose the following three problem areas for consideration for next season's debate topic. No. 1. What should be our Federal Tax Policy? No. 2. How can we as a Nation Improve the Ethical and Moral Standard of our Government? No. 3. What form of International Organization should the United States support? The United States support? The high schools of the country have chosen the No. 3 question for the next debate season.

Santa Clara College (Calif.) for the first time in years sent a delegation to the Arizona University Tournament held March 13-15 at Tucson. Their representative won the oratory contest.

St. Mary's College (California) is sending a group of six debaters on a 2000 mile automobile trip throughout the Northwest to participate in thirteen intercollegiate debates and radio discussions. One of the debate subjects they will use is: Resolved that a Republican President should be elected in 1952.

Ohio State University is conducting its third Parliament of the States, August 12-15, 1952, under the auspices of its Speech Department. Debate, Extempore Speaking, Discussion, After Dinner speaking, Radio Announcing and Drama are the subjects on the program. Dr. Paul Carmack is in charge of the Parliament.

The Theta Alpha Phi National Convention was held at the Schenley Hotel, Pittsburgh, Pa., May 16-17, 1952. Play productions by Carnegie Tech and Pennsylvania College for Women were prominent features of the program.

HIGH SCHOOL HANDBOOK

THE HIGH SCHOOL HANDBOOK

The new high school subject for debate will be some phase of the following general topic: "What Form of International Organization should the United States support?"

This debate ultimately may take the form of a federal union of Atlantic States. Or it may become a debate over World Government of the federal union type such as we have had before, say a federal union of all nations. Again it may become a debate over the membership of the United States in the United Nations—such as shall we withdraw.

If we were to venture a forecast we should rule out the last of the three, for after fighting a war for the United Nations in Korea we are not likely to withdraw or turn our backs upon the U.N. Whether we should advocate a World Government or be content with a Federal Union of Atlantic States is likely to be answered by the one most likely to happen or by the one we think will be easiest to obtain. Naturally the more limited organization is likely to come first, although it may not be the ultimate goal. Let us then consider this possibility first.

What is in the way of a Federal Union of Atlantic States?

First, there is that organization principle that we know of as Nationalism. It is based upon racial and economic considerations usually. Sometimes upon geographical considerations. Often all three factors are involved. England, for instance, and Switzerland are fine examples of all three. France is an example of a nation based upon race if we include in race the thing called language. This is true also of Spain, and of Portugal, and we might add of many other nations.

The first problem to be met is the overcoming of the National Spirit in favor of a spirit of union.

The spirit of union can be advanced only as advantages of union appear important. If they are important enough economically, politically, as in the avoidance of War, or protection and the safety of united strength in the threat of war, there is a chance of federal union as the desirability of working together looms up in importance and welfare.

Nations are not going to unite or coalesce naturally or see the desirability of union unless there are powerful and desirable reasons for so doing.

Next to the principle of Nationalism upon which kindred people unite, there lies suspicion of the foreigner to prevent extended union.

An old joke of the hod carriers is a point in illustration. Said John the Hod-carrier to Bill the Mason—"I just saw a furriner down there." "Said Bill the Mason—"Why didn't you 'eave a brick at 'im?"

When the natural suspicion and resentment of the stranger or of the man who is different is overcome, there is some chance for union. But do not forget that the sense of difference is potent—potent enough to cause considerable delay.

A third reason for holding to Nationalism and delaying union with other nations is contentment with the present and lack of initiative and leadership.

Few nations have leadership of the caliber to appeal to the citizens of another nation. There must be trust; there must be faith, for in the case of union these leaders will have their say in a united government.

If a people or many people are to unite there must be a common cause or reason for uniting that the various peoples can agree upon.

It could be fear of a common danger. It could be gratification because of the safety and prestige created because every citizen's life would be improved and rendered more desirable and livable. Without definite advantages politically, economically, and in daily living, there can hardly be incentive for unity.

Granted all these things were possible, there could not be unity without skillful leadership, and agitation, and campaigning for the cause. All this requires good will and careful planning, mutual faith and trust, daring and exceptional leadership.

Compulsion and force are out—be they political, economic, commercial, military or religious. Men will associate together only on a basis of freedom, liberty, Justice, safety and security, and a common vision, if you plan to unite them under a common government. There must be responsibility that all will agree to and exercise.

As we begin to sum up what we have said, is it not plain that we

have demanded democracy, freedom for the citizenship, Security for the states uniting, and prosperity economically and commercially. If these things can be obtained by unity—then unity is in order for the states or nations. Why don't they do it?

Take Scandinavia, for instance. If we have three nations kindred as the Swedes, Norwegians and Danes, why can't they unite? Why would not the Hollanders and Belgians not find it advantageous to join them. Next, what about Mittel—Europe? Or should we unite the French and English first? That has actually been proposed in the face of common danger.

Actually the Russian danger does exist. Actually the American ally is desirable. How then can we get a Federal Union? Logically should it not be Europe first?

Should not the existence of NATO naturally develop the nations into a federal union?

On the 3rd of July, 1951, speaking in London, General Dwight Eisenhower said:

"The member nations in the North Atlantic Treaty Organization need not fear the future or any communistic threat if we are alert, realistic and resolute. Our community possesses a potential might that far surpasses the sinister forces of slave camp and chained millions. But to achieve the serenity and the confidence that our potential can provide, we must press forward with the mobilization of our spiritual and intellectual strength, we must develop promptly the American force that will assure the safety of our friends upon the continent and the security of the free world.

"This is the challenge of our times, that until satisfactorily met, establishes priorities in all our thoughts, our work, our sacrifices. The hand of the aggressor is stayed by strength—and strength alone.

"Although the security of each of us is bound up in the safety of all of us, the immediate threat is most keenly felt by our partners in Europe. Half the continent is already within the monolithic mass of totalitarianism. The drawn and haunted faces in the docks of the purge courts are grim evidence of what communistic domination

(Turn to Paeg 58)

COLLEGE HANDBOOK

THE COLLEGE HANDBOOK

By E. R. Nichols

It is reported to me that the colleges have not been too happy with the 1951-52 debate subject of Control of Prices and Wages. Admittedly it has been quite a chore to advocate permanent controls of prices and wages. As a necessary thing in time of war, it excites no argument. As a permanent affair, it is unrealistic. No one except college debaters even considers it a matter of permanent need, or even an advantage for that matter. It is this sort of thing which makes college debate lack appeal for practically minded persons. We laugh at the old monks of the middle ages who used to debate over "how many angels could dance on the point of a needle." And then we choose to debate "Permanent control over prices and wages!"

This difficulty moves us to ask, and ask in real earnest — what qualifications are required for a good and successful debate proposition? Well, to begin with—the proposition must be debatable. It must have two good sides. It must be important enough to be worth while as a proposal or it will not attract attention, either favorably or unfavorably. In other words, it must be a proposition before the public with opponents and proponents. In nature, it may be Political, economic or sociological. These things insure that there will be much printed information and discussion about it, and that is essential to a good debate subject.

Its adoption should not be too imminent, for it is most disconcerting to have the proposition become law through government enactment in the middle of the debate season. It is evident, then, that the debater must keep a few steps ahead of the legislator.

Perhaps the best debate questions are economic; at least they seem to be the favorites, although sociological questions are often quite satisfactory and sometimes political questions are attractive. Resolved that a young man voting for the first time in 1952 should vote the Republican ticket is an old standby political favorite that is good any time. As a matter of fact it might be good at the present moment but not after November, and much of our debate season comes after Novem-

ber, it would be a dead issue. To find a really good question we should have to explore somewhat farther. None of us envy the National Question committee when it comes to finding an acceptable subject for next season's debates. The reason we have a National Committee is that we are relieved personally from devising subjects for our local debates. The National subject pleases us also because it makes debates possible at a moment's notice anywhere in the country, a convenience we could not get along without now that we have once had the advantage of it. Nothing has been a greater influence in making us a National Unit in high school and college debating more than the choice annually of a country-wide subject has done. The National Subject evolved naturally but slowly.

There was a time when each section of the country was a law unto itself and debate subjects were plentiful and varied. Now all that it changed. We have a high school subject and a college subject, and in rare instances a few others which are debated locally a few times. One finds this out if he attempts to collect a few debates for a published volume. Once this procedure was easy; now it takes two or three years to collect a volume that was possible once in a few weeks. Most of us are content to debate the regular National subject, just as we are content to vote one of the two National tickets. Our choices in both instances have evolved out the window and we are reduced to choosing between fiddle-dee and fiddle-dum.

Of course some of us are not very well content with this situation but there is nothing we can do about it — at least we have discovered nothing as yet. The younger generation can't see any reason why we should even worry about it. From their point of view everything is all right, and a National question bobs up regularly on time, and they don't even bother to ask where it comes from. I will confess that if I were the bobber-upper I would be stumped by the present situation. I can't answer the question, what shall we debate next season? Nothing comes into my mind as I look anxiously at the forthcoming season. I certainly can't advise the

high schools to take the college questions of the previous year as they have so often done because I am not sure it is good enough. Never once has it appealed to me. Frankly, although I grant it is important nationally, it has never interested me. I can't rouse myself up over it; no enthusiasm gathers; the spring has gone dry.

I wish it were possible to secure the college question earlier in the year. To my mind it would be an improvement. The high school subject is announced earlier by several months and that has never proved to be any handicap. Some of the colleges however have been afraid the summer schools would take advantage of a nearby college subject. I have not been able to consider this a valid objection, but I could be wrong. The advantage any college would gain by studying the debate question in the summer would certainly be negligible. The returning students in the fall might not be the same persons. The summer term isn't a long enough period to influence the development of the debate subject greatly.

However, things are not likely to change even if we could prove that a change would be desirable. When things develop as they have in debate in our country they cannot be changed without great effort and the consent of many minds. Achieving the consent of many minds is a matter of evolution and not of change. One cannot explain this any more than he can explain why the wind blows and how.

Perhaps the most profitable thing I can do is to suggest a few subjects we might consider for next season's college debates, and bring this essay to a hasty conclusion.

1. Resolved, that the presidential term in the United States should be limited by constitutional amendment to eight years.
2. Resolved that the United States should base its currency on a gold standard.
3. Resolved that American colleges should require a one year three hour course in debating as a prerequisite for graduation.
4. Resolved, that the federal government should establish a uniform standard for an automobile driving license.
5. Resolved, that coeducation in the

United States should be abandoned.

6. Resolved, that no citizen should be eligible to the presidency of the United States who has not resided one year abroad.
7. Resolved, that one year of military service should be required of every able-bodied young man.
8. Resolved, that the army, navy and airforce should be united under one member of the federal cabinet.

As none of these subjects is likely to be debated seriously next season, perhaps it is as well to quit here and let you choose the subject that will be debated next year when the annual choice is made. Getting a good subject ahead of time, it should now be perfectly clear, would have little chance if it depended upon me.

HIGH SCHOOL HANDBOOK

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means. It is clearly necessary that we quickly develop maximum strength within free Europe itself. Our interests demand it.

"It is a truism that where, among partners, strength is demanded in its fullness, unity is the first requisite. Without unity, the effort becomes less powerful in application, in Europe. It would be difficult indeed to overstate the benefits, in these years of stress and tension that would accrue to NATO if the free nations of Europe were truly a unit.

"But in that vital region, history custom, language and prejudice have combined to hamper integration. Progress has been and is hobbled by a web of customs barriers interlaced with bilateral agreements, multilateral cartels, local shortages, and economic monstrosities. How tragic! Free men facing the specter of political bondage, are crippled by artificial bonds that they themselves have forged, and they alone can loosen! Here is a task to challenge the efforts of the wisest statesmen, the best economists, the most brilliant diplomats.

"The difficulties of integrating Western Europe, of course, appear staggering to those who live by ritual. But great majorities in Europe earnestly want liberty, peace and the opportunity to pass on to their children the fair lands and the culture of Western Europe. They deserve, at the very least, a fair chance to work together for the common

purpose, freed of the costly encumbrances they are now compelled to carry.

"Europe cannot attain the towering material stature possible to its peoples' skills and spirit so long as it is divided by patchwork territorial fences. They foster localized instead of common interest. They pyramid every cost, with middlemen, tariffs, taxes, and overheads. Barred absolutely are the efficient division of labor and resources and the easy flow of trade. In the political field, these barriers promote distrust and suspicion, they serve vested interests at the expense of peoples and prevent truly concerted action for Europe's own and obvious good.

"This is not to say that, as a commander, I have found anything but ready cooperation among the governments of Western Europe. Time and again, I have saluted from my heart the spirit of their armed service—of officers and men alike—from the mountains of Italy to the fjords of Norway, from Normandy to the Curtain. Within political circles, I have found statesmen eager to assure the success of their current defense programs. I have no doubts as to the capacity of the North Atlantic Treaty Organization to surmount even the formidable obstacles imposed upon us by the political facts of present day Europe.

"Yet, with the handicaps of enforced division, it is clear that even the minimum essential security effort will seriously strain the resources of Europe. We ignore this danger at our peril since the effects of economic failure would be disastrous upon spiritual and material strength alike. True security never rests upon the shoulders of men denied a decent present and the hope of better future.

"But with unity achieved, Europe could build adequate security and, at the same time, continue the march of human betterment that has characterized Western Civilization. Once united, the farms and factories of France and Belgium, the foundries of Germany, the rich farm-skilled labor of Italy, will produce lands of Holland, Denmark, the miracles for the common good.

"In such unity is a secure future for these peoples. It would mean early independence of aid from America and other Atlantic countries. The coffers, mines and factories of that continent are not inexhaustible. Dependence upon them must be minimized by the maximum

cooperative effort. The establishment of a workable European federation would go far to create confidence among people everywhere that Europe was doing its full and vital share in giving this cooperation.

"Any soldier contemplating this problem would be moved to express an opinion that it cannot be attacked successfully by slow infiltration, but only by direct and decisive assault, with all available means.

"The project faces the deadly danger of procrastination, timid measures, slow steps and cautious stages. Granted that the bars of tradition and habit are numerous and stout, the greatest bars to this, as any human enterprise, lie in the minds of men themselves. The negative is always the easy side, since it holds that nothing should be done.

"The negative is happy in lethargy, contemplating almost with complacent satisfaction, the difficulties of the other course. But difficulties are often of such slight substance that they fade into nothing at the first sign of success. If obstacles are of greater consequence, they can always be overcome when they must be overcome. And which of these obstacles could be so important as peace, security, and prosperity for Europe's populations?

"Could we not help? We, the peoples of the British Commonwealth and of the United States, have profited by unity at home. If, with our moral and material assistance, the free European nations could attain a similar integration, our friends would be strengthened, our own economics improved, and the laborious NATO machinery of mutual defense vastly simplified.

"A solid, healthy confident Europe would be the greatest possible boon to the functioning and objectives of the Atlantic Pact."

This speech was not simply intended to suit the occasion. A few weeks later, he pleaded the same cause before an American Congress Committee when he declared:

"I confidently expect that many of our problems would vanish if the whole of Western Europe were merged into a single federal union. I am so convinced of this that, in my view, neither the United States, the British Commonwealth, nor any other country will enjoy true security until such a union is achieved."

These words were addressed to General Eisenhower's fellow countrymen; he was showing them how

necessary it was to give resolute support to the policy of European Federal Union. He was also speaking to the British; though aware of their distrust of any suggestion that their country should be part of a Continental Federation, he was allowing for this attitude and appealing to the peoples of the Commonwealth to help the free nations of Europe to unite.

But above all, he meant to make himself heard by Europeans on the Continent to show how absurd their situation was, and at the same time point out what their sole aim should be.

The appeal made by General Eisenhower endorses the long standing petition of Federalists in every part of Europe. If European decadence is to be checked, the system of sovereign States must be definitely abandoned and the European peoples must become united in a Federation.

European Federation must be an open house, ready to welcome any country when it chooses the path of freedom. But the people who are already free must build it at once, and if some of them, such as Britain and the Scandinavian countries, are still unconvinced and waiting to see the others in action, then the latter must begin now. They are in fact more gravely affected by the breakdown of the old system and more directly threatened by the risk of totalitarianism.

It is up to France, Germany, Italy, Belgium, the Netherlands and Luxembourg to join together in a Continental Federation which will be the corner-stone of the United States of Europe. That was the path clearly traced by the Three Power Declaration on 14th September, 1951.

EUROPEAN ECONOMIC CAPACITY

Aware as they are of their weakness, and hoping to receive foreign aid, these six countries are unable to defend themselves; but this is simply because they are broken up into separate States.

Their total production capacity, though kept down and hampered by their present frontiers, is now half-way between that of the United States and that of the U.S.S.R.

The Editor has taken many of the statements made above from a pamphlet issued by the American Committee on United Europe entitled "European Federation Now." The student may get copies of this pamphlet by writing to the Committee at 537 Fifth Ave., New York 17.

Remarks for the Good of the Order

COLLEGIATE DEBATE — GOOD OR EVIL?

Francis E. Cronin, Utica College

A few years ago a professor of speech at a small New York State college was addressing a high school assembly audience. Behind him sat four college students who were about to present a demonstration debate. The speech professor was explaining the various forms that collegiate debate could take and the relative merits of each. In his opinion, tournament debates consisted of imitative attempts by debaters to win votes or impress audiences. The speech professor presented the negative view that debate is a worthwhile activity until it assumes the proportions of tournament competition.

"This tournament competition," he said, "usually takes place in a room half the size of this platform, where four debaters, a bored time-keeper and a dyspeptic-looking old man, acting as judge spend a tedious 60 minutes. At the close of the debate, the judge, who is usually bald, rustles his notes and announces his decision, which usually takes the form of: 'Well, in my opinion, the team that did the least worst debating . . .'

"In this decision-conscious type of debate," continued the professor, "the debaters, more often than not, end up debating each at each other instead of about the question."

Having neatly ridiculed tournament debating as a travesty played by debaters and judges alike, the teacher went on to describe and praise demonstration debates as a "communication with ideas, rather than attempts to win votes or impress audiences."

In all fairness, however, it seems apropos that someone take up the argument for tournament-decision debating. As a student debater who has taken part in both types of debate, tournament and demonstration, I think I'm somewhat qualified to answer the speech professor. I might add that mine are the views of a student at Utica College, where the above-mentioned teacher serves as a faculty member.

Utica College is usually represented at most of the large Eastern debate tours. During the same period, an active program of demon-

stration debates is presented before high school and community groups. However, these two programs are not carried on in conflict with each other, as could readily be assumed from the aforementioned descriptions of each type, but rather, carry on in a complementary manner. Poise and confidence, essential for successful tournament debating, is acquired through a participation in demonstration debate programs before high school and community audiences.

However, most students who take part in these two types of debate at Utica College agree that the material prepared for and used in tournament competition is not always applicable for less mature high school audiences. Thus, these demonstration debates hardly promote a "communication with ideas," but usually take the form of presentations overloaded with analogies, similes, metaphors and anecdotes. As a result, the debates are more entertaining than enlightening to the youthful listeners. But there are less yawns, scuffling feet and squeaking chairs, and the debater receives invaluable experience in the art of speaking.

The situation changes completely, however, at the debate tournament. The judge or judges, who are often neither bored nor bald, require no more entertainment than a clear discussion and interpretation of vital issues. If the debaters are incapable of presenting and communicating these issues on a clear and concise level, it is they who are to be indicted, not the system of tournament debate.

Of course the field of debating, like any other competitive activity, is not immune to the intrusion of unethical participants who would win "at any cost" or shun any criticism. However, the solution to this problem lies not in eliminating the factor of competition, but in spotlighting the unfavorable practices and the individuals involved.

Through the system of tournament debating, Utica College, a small school with a limited budget, was able to meet over 40 different colleges and universities during each of the debate seasons, 1950-1951. This could be achieved solely through the system of tournament debate which enables one college to

debate from four to twelve different colleges at one meet. If the tournament system were to be dissolved because of its alleged evils, Utica College and similar small institutions would be forced to compete with colleges in their immediate geographical areas, thereby eliminating a strong attraction for debaters.

Therefore, speaking for the average debater, in an attempt to bridge this wide gap of opinion between the merits of demonstration debates and tournament competition, I would say:

Collegiate debate may take the form of demonstrations or tournament competition. It is good and it is evil. It is good when the debater is honest with himself, his partner, his opponents, and his audience; or when debate aids the student in becoming a better speaker and a sounder thinker. It is good when he is able to maintain an attentive high school audience, or when he outthinks a rival team; or when self-control and self-assurance is attained through his debating activities.

Collegiate debate is evil when the desire to win at any cost overtakes the individual's principles of character and honesty; or when the debater lets down his partner, team and school. It is evil when a skill in speaking acquired through debate is used as a substitute for, rather than a companion to rational thinking.

In short, collegiate debate, be it demonstration or tournament, is what the debater makes it.

The Southwestern Region, Council Number Eight of the Toastmistress Clubs, Inc. held a dinner and Speech Contest at Mt. San Antonio College, Pomona, March 29, 1952. The editor and two of his colleagues from the University of Redlands were asked to be judges at this delightful affair. The contest was won by Miss Norma Hall, Miss Laura La Pari, second.

The California Colleges held their usual big annual tournaments at California Institute of Technology, Pasadena, and the College of the Pacific, Stockton. The University of Redlands won first at Caltech but did not attend the Stockton Tournament having the West Point National Meet ahead of them and a limited supply of the wherewithal.

West Point Debate Tournament

Winner: University of Redlands—Taking the negative side, in the final debate won by a 5 to 4 decision over Baylor University.

The Sixth West Point National Invitational Debate Tournament was held at the United States Military Academy 23-26 April, 1952. The Tournament staff, visiting coaches, and judges felt that the quality of the teams and the debating was the highest held at West Point thus far.

Although the local administrative arrangements are very capably handled by cadet members of the West Point Debate Council and Forum, the success of the tournament also depends heavily on two other groups of people who are interested in debate and who support this tournament. One group is composed of speech faculty members in eastern colleges who volunteer their services to help judge the tournament, thereby enabling us to have three judges for each debate during the seeding rounds, and 5 to 9 judges per debate during the elimination rounds, thus reducing the effect of individual judge errors in the debate decision. The other group or groups are the district nominating committees who this year and in previous years have sent outstanding teams to compete in the West Point tournament. Certainly, top quality teams are an indispensable requirement for a successful tournament, and competition this year was undoubtedly the keenest in the history of the tournament.

The United States Military Academy's purpose in playing host to this tournament is to provide an opportunity for the best debate teams in the country, that are interested, to compete in a single tournament. It is in this sense that the tournament is referred to as "national," not that we assume the winner will be unanimously recognized as a "National Champion," although the winner, in surviving stiff competition both at West Point and in its own district, has a strong claim for recognition as a champion.

Invitations to compete in the West Point Tournament are extended to teams recommended by the nominating committee in each district. Any senior accredited college is eligible to compete with the other teams in its district for an invitation.

This year, as for the three preceding years, the teams have debated eight seeding grounds during the first two days. After the second round, the teams are matched after each round in accordance with the following criteria:

1. Teams do not debate teams from their own district, nor do two teams meet twice during the seeding rounds.

2. Teams are matched according to their records in all the preceding rounds, the teams with the best records debate each other.

3. The affirmative and negative sides are equalized on rounds 2, 4, 6, and 8. This may result in imperfect matching of winners based on preceding rounds, but this criterion takes priority over criterion 2 for matching for rounds 4, 6, and 8. However, to the extent possible, teams with good records in preceding rounds are matched against other teams with good records.

4. Another problem of sides was introduced when in rounds 2 and 7 the times for constructive speeches in these rounds were reduced from 10 to 8 minutes and the rebuttal speeches from 5 to 4 minutes. Upon the suggestion of some coaches, we then matched teams for round 7 as well as possible, based on win-loss records, but insuring that no team that had the affirmative on round 2 would also have it on round 7.

On Friday evening, after completion of the eight seeding rounds, a banquet was held in Cullum Hall. and wrist watches were presented to the two debaters receiving the highest total speakers' points in the eight seeding rounds. The award of these watches is made possible through the courtesy of the Bulova Watch Company. They were awarded to James Wilson and Holt Spicer, both of Redlands University. Four other Bulova watches were to be awarded to the two teams in the final round. Inasmuch as the Redlands team was also in the final round Bulova watches were awarded to the third and fourth highest speakers during the seeding rounds—Robinson of George Washington University and Harold Brock of New Mexico University. A list of the 10 debaters receiving the most speakers' points is attached.

A summary of the results of the 8 seeding rounds and total judges votes is attached. Included also is a

reproduction of a photograph of the blackboard used in the statistics room for matching teams. The sixteen teams to enter the elimination rounds on Saturday were selected on the following basis:

First, on debates won.

Second, in case of ties, based on the number of judges votes received.

Third, if a tie still exists, based on speakers' points. (Note: This third criterion was not needed in obtaining the sixteen teams to compete in the elimination rounds.)

A summary of the elimination rounds is found in the bracket diagram showing the progress of Baylor and Redlands to the climax debate for the championship. Saturday evening these two teams met with Baylor taking the affirmative side of the national topic and Redlands the negative. The closeness of the debate is demonstrated by the judges votes which gave the decision to Redlands University by a five to four decision, thus Redlands became the first team in the history of the tournament to repeat its winning performance of the preceding year. Following the final debate, the large and handsome Sigurd S. Larmon trophy was again given to Coach E. R. Nichols and his team consisting of Holt Spicer and James Wilson for another year's safe-keeping. The Baylor team consisting of John Claypool and Calvin Cannon and coached by Glenn R. Capp are to be commended for their fine showing in the elimination rounds after having some difficulty surviving the seeding rounds.

The Northern California Forensic Association reports increased activity during the present school year. They have been conducting a weekly radio series in San Francisco over KCBS and recently conducted a Student Congress at San Francisco City College.

The Colorado Agricultural and Mechanical College of Ft Collins held political Conventions on its campus April 18 and 19. Each college attending sent an equal number of Democrats and Republicans to take part in the deliberations.

West Point sent a team to the West Coast about the 20th of March among several teams sent on tour at this time. Several debates were held in the region about Los Angeles with teams that later attended the West Point Tournament.

INDIVIDUAL DEBATE SPEAKERS' STANDINGS

Rank	Name	Team	Total Points
1	Wilson	University of Redlands	1033
2	Spicer	University of Redlands	1027
3	Robinson	George Washington University	1005
4	Brock	University of New Mexico	999
5	Cannon	Baylor University	985
6	Randolph	Ohio State University	981
7	Moorefield	Wake Forest University	978
8	Wallace	San Diego State University	978
9	Peterson	St. Olaf College	975
10	Woodman	University New Mexico	975

The sixteen teams and their records were:

	Wins	Judges Votes
1. University of Utah.....	8	16
2. University of New Mexico.....	7	19
3. St. Olaf College.....	7	19
4. Redlands University.....	6	18
5. U. S. Military Academy.....	6	18
6. Nebraska Wesleyan University.....	6	16
7. San Diego State.....	6	16
8. Ohio State University.....	6	15
9. Georgetown University.....	5	15
10. S. W. Missouri State College.....	5	15
11. Southern Methodist University.....	5	13
12. Central State University.....	5	12
13. Idaho University.....	5	12
14. Pennsylvania State College.....	4	14
15. Pepperdine College.....	4	14
16. Baylor University.....	4	13

TOURNAMENT STATISTICS

	I	II	III	IV	V	VI	VII	VIII	Total
Affirmative Wins.....	8	9*	7	10	9	7	3*	14	67
Negative Wins.....	9	8*	10	7	8	10	14*	3	69
Total Debates.....	17	17	17	17	17	17	17	17	136
Split Decisions.....	10	11	9	14	11	11	13	12	67

*Debates in rounds II and III were cut to 8 minute constructive and 4 minute rebuttal speeches.

RECORDS BY DISTRICTS

District	Average number of team wins	Highest Team Wins	Lowest Team Wins
I	5.20	8	2
II	3.33	5	2
III	5.25	7	5
IV	5.25	7	4
V	3.20	5	1
VI	3.00	4	2
VIII	3.50	5	2
VII	3.20	6	1

TEAMS FROM EACH DISTRICT

- I. Pepperdine, San Diego State, Utah, SUC, Redlands
- II. Pacific Lutheran, Idaho, Willamette
- III. Baylor, New Mexico, Central State, Southern Methodist U.
- IV. St. Olaf, SW Missouri State, Nebraska Wesleyan, Iowa State
- V. Illinois U. (Chicago), Ohio State U., Ill. State Normal, Hiram
- VI. Miami U., Florida, Mississippi, Wake Forest
- VII. Penn State, Georgetown U., George Washington U., Howard U.
- VIII. Holy Cross, Wesleyan U., Smith, King's Point, West Point

EIGHT SURVIVORS

- | | |
|-----------------------|---------------------------|
| (9) Georgetown | (14) Pennsylvania |
| (4) Redlands | (16) Baylor University |
| (2) New Mexico | (11) Southern Methodist |
| (10) S.W. Mississippi | (5) U.S. Military Academy |

FOUR SURVIVORS

- | | |
|----------------|---------------------------|
| (4) Redlands | (16) Baylor University |
| (2) New Mexico | (5) U.S. Military Academy |

TWO SURVIVORS

- | | |
|--------------|------------------------|
| (4) Redlands | (16) Baylor University |
|--------------|------------------------|

WINNER

- (4) University of Redlands



PRESENTATION OF AWARDS AT WEST POINT

Left to right—Dr. E. R. Nichols, James Wilson, Holt Spicer of Redlands; Lt. Col. Walter E. Brinker, West Point; John Claypool and Calvin Cannon of Baylor University. The Baylor Debate Director Glenn R. Capp was ill and missed the picture.

This year the West Point Annual Tournament was held April 24-26 and saw the setting of a most unusual record. The University of Redlands debate team, James Wilson and Holt Spicer, won the tournament for the second year straight. As they are seniors they leave the Redlands squad in June, and next year will see a new West Point champion.

At this year's tournament James Wilson was judged the best debater. Last year he tied Clevenger of Baylor for second while his team mate, Holt Spicer, was awarded first. This reversal of positions evened up the score. The boys were accompanied to West Point by their coach, Professor E. R. Nichols of Redlands, who retires in June from active teaching. Redlands is particularly happy over the two first place wins and the two first place ratings as the best debate speakers for the last two years at West Point.

The record of the Redlands men grows as one contemplates it. For three years they have represented Redlands at West Point. The first year they went out in the 9th round. Last year and this year they won first, both as speakers and as champions of the meet. It is the opinion of most coaches and judges that it will be a long time before this record is equaled.

Holt Spicer is under consideration for a position as debate coach at two mid-western colleges and will probably locate at Nebraska Wesleyan.

James Wilson, who appealed from the draft to finish college expects to serve in Uncle Sam's Navy until his stint is finished, then will proceed to graduate school to prepare for college teaching.

There is a rumor that Dr. Nichols may spend the next college year in Japan helping in the movement to put Japan on the Intercollegiate Debate map. His successor at Redlands is not yet announced, but is expected soon.

St. John's Debaters in Winning Season

Recognition of national scope was recently gained by St. John's College speech students upon winning honors at the grand national forensic tournament, which was held on April 9-12 at Mary Washington College in Fredricksburg, Va. Honors were won in oratory and debate by two St. John's speakers in the national tourney which was attended by 450 students, representing 52 colleges and universities from 24 states.

Lois Saeger, sophomore from Fremont, Nebr., captured highest honors in women's oratory, and Charles Manske, sophomore from Saginaw, Mich., ranked third in men's oratory. Charles Manske was also judged one of the ten best individual debaters at the national meet, and won "A Big 10 Debater" certificate.

In the 20th Annual Forensic Tournament sponsored by St. John's College, on March 7-8, Johnnie speakers took second place by winning ranking places in eight different speech activities. More than 100 speakers, representing 17 colleges and universities from five

states, participated in the tourney.

The tournament, covering 11 speech events, was directed by Prof. G. A. Kuhlmann, who originated the tournament 20 years ago, in an effort to provide speech motivation for ministerial students. He was assisted by Dr. E. A. Wolfram and a

staff of student helpers. Hutchinson Junior College, Hutchinson, Kans., ranked first in the tourney; and Pueblo Junior College, Pueblo, Colo., was third. A regional Phi Rho Pi tournament, in which six colleges participated, was held at St. John's College on March 6.



St. John's College Speakers

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